THE TIMES
Higher Education
SUPPLEMENT

Overseas students hardest hit by 'swingeing' 30% fees increase

by Frances Gibb

Tuition fees for the 4,500,000 students in full and part-time further and higher education are to go up by 30 per cent from next September, Mr Fred Mulley, Secretary of State for Education, announced this week.

Fees for home students will rise from the present figure of £140 per annum to £182, and for overseas students from £320 per annum to £416.

For most students the increase is a bookkeeping exercise as their fees are paid by the local authority. But it is estimated that about 1,750,000 students — mainly part-time and evening students—will have to find the increase themselves. Some 100,000 of these are full-time students in universities, polytechnics and colleges who have to pay their own tuition fees as their parents' income entitles them to only the minimum grant.

The 8,000 of the 53,000 overseas students who are assisted as part of the aid programme will have the increase in their fees paid by the Ministry of Overseas Development.

The Government's decision is in line with the interim report published two weeks ago by the Committee of Vice-Chancellors and Principals, which recommended an increase in tuition fees but without enlarging the differential between home and overseas students. Local authorities have also been consulted.

A spokesman from the National Union of Students, however, said the increase widened the differential between home and overseas students in real terms, because it was a percentage increase rather than a flat-rate increase.

"The increase will be a disaster for students from abroad, the many students on discretionary awards, and students whose parents earn high incomes but refuse to cash in on their grants. It will make the financial discrimination against foreign students even worse.

"As for the group to which the Government claims it is giving priority, the 16-19s, it will diminish even further their ability to study unless their parents are rich and will subsidize them."

A spokesman for the United Kingdom Council for Overseas Students Affairs (UKCOSA) said that in widening the differential between home and overseas students, Britain would be out of line with all the other EEC countries.

The increase for overseas students (£96) was twice that for British students (£42) and would represent an increase of 66 per cent over the level of fees in 1974-75, he said. "It will be too much money for many of the students from developing countries, most of whom are paid for by their families and home communities. It should be remembered that two-thirds of overseas students in this country are privately sponsored."

Dr George Tolley said Sheffield Polytechnic, of which he is director, might not implement the increase. "I think 30 per cent is somewhat swingeing, and we shall be considering our fee structure from the local situation. Last year we did not go along with the DES recommended increase and we shall have to see what to do this time."

He was particularly concerned about the effect of the increase on students taking advanced part-time courses and those whose fees were were paid by public bodies such as the Health Service. There was a danger that these bodies would reduce their sponsorships.

The total fee income for 1975-76 is estimated to be about £65m. The increase will raise this by another £20m.

Britain has 'grasped nettle' to avoid too many teachers

by Philip Venning

Britain is the only European country to have grasped the nettle of cutting back teacher training, and will be the only country to avoid a great oversupply on teachers in a few years, Sir William Pile, permanent secretary at the Department of Education and Science, said on Monday.

He told the education, arts and Home Office sub-committee of the Expenditure Committee that he did not apologize for the way the DES had organized the reduction in teacher training. The fact that they had acted fairly severely, but quickly and openly, would be best in the long run.

It would certainly have been a failure on their part if they had been so secretive about trends in teacher training that students now in colleges were unaware of the doubts over their future. But this was not so. As early as 1972 the education White Paper had pointed to the implications of the fall in the birth rate, and plenty of documents and statements since then had made them clear. There had also been discussions with local authority associations and the Association of Teachers in Colleges and Departments of Education.

Sir William also refuted charges that the DES had acted too quickly. The future of staff and students in the colleges was uncertain, he said. It was important for their sakes to move as quickly as possible.

Not all the college leavers would get jobs as teachers. But the DES had minimized what was a personal problem, particularly for those with a vocation for teaching. In the transitional period, the Secretary of State had decided that it was better to protect the young leavers and disappoint the married women returners, even though this meant losing their experience.

Asked by Miss Janet Fookes, MP, the sub-committee's chairman, why the DES had not published forecasts for higher education numbers since 1972, he said that events were now changing much too fast to produce a reliable guide. They had twice considered publishing the equivalent of Education Report 82, which gives the demographic trends behind the projections for teacher numbers. They thought they had discovered new trends in the numbers of young people qualifying and applying to higher education. But these had been upset this year.

Earlier Sir William had said that it was important that where numbers were involved, there should be some degree of confidentiality at an early stage in educational planning. But this was not to say that the Secretary of State was unaware on what outside interests were thinking during this confidential phase.

Outside this phase, which might only last a matter of months, the DES consulted widely and on the whole successfully. A new measure, the consultative document which was a less definitive equivalent of a Green Paper, had not been so successful however.

Sir William was against resuscitating the Central Advisory Council. Reports like Robbins and Plowden had given the DES useful direction to move in. But committees tended to paralyse action while they were sitting—an increasing drawback at a time of rapid change.—*TES.*

Scots on the rocks?

Scottish students in their first year at Edinburgh University do less well than their English fellow students because of the different ways they are taught to study at school, according to recent research.

Mr Andrew McPherson, director of the centre for educational sociology at Edinburgh University, examined two groups of first-year students in 1969-70 and 1972-73 and compared their university examination marks and their sixth-form examination results.

He finds that the conclusion drawn in other studies of Scottish universities is largely confirmed, although he rejects any simple explanation.

Scottish students appear to be less well prepared for private study at universities and to be more reliant on duplicated and dictated notes.

Mr McPherson suggests that his characterization of Scottish school teaching as "external and directive" could help explain the results. However, he rejects any large scale national comparisons if they lead to the Scottish students performance at Edinburgh being branded as in some way wrong.

Andrew McPherson: 'National Differences in Pedagogy and first year achievement at Edinburgh University". *Scottish Educational Studies* November 1975.

Closer relationship sought in teacher training

by Sue Reid

A closer relationship between schools and higher education institutions training teachers has been urged by Professor Paul Hirst, head of the department of education at Cambridge University and vice-chairman of the University Council for the Education of Teachers.

In a special working paper submitted to a UCET conference on the Postgraduate Certificate of Education last week, Professor Hirst maintained that theory had to be linked with practice in teacher training. He said: "I therefore see no other way than the establishment of the closest and most intimate relationships between schools and training institutions so that students' work is jointly planned in all respects."

However, Professor Hirst added that while the vast majority of training in practical skills had to take place within the school context, schools did not exist primarily for the training of teachers.

Very real difficulties could be encountered in trying to produce situations in which training was systematic and controlled. Work with pupils that was in the best interests of training students might conflict with the education of the pupils.

Professor Hirst is chairman of a special working party set up by UCET and the Association of Teachers in Colleges and Departments of Education in 1973 to study the developing trends of the one year Postgraduate Certificate of Education courses at polytechnics, colleges and universities. He told the conference that the PGCE course should be narrowed down to deal with the teaching and disciplinary activities that students in general would be involved with in their first teaching posts.

It was ridiculous, he warned, that the course should be structured around immigrant teaching, for example, if only 3 per cent of students on the course concerned were planning to teach in immigrant areas. Options, however, should be available.

The course should primarily focus on training teachers to cope with specific acts of teaching, social control and discipline in the classroom.

He rejected the theory that these professional demands would be too tightly applied.

In his written paper, Professor Hirst said if the aims of the course were limited to preparing students for their first teaching jobs this added a note of realism.

Other working papers submitted to the conference dealt with all aspects of the present PGCE courses including partnership with schools, assessment of courses and possibilities for research.

Mr George Mabon, of Totley-Thornbridge College of Education, writing on the training of graduates for primary school teaching said that training should be related to head age bands of children. The qualifications gained would permit a teacher to teach only within the particular age band.

This, said Mr Mabon, would help solve the dilemma facing institutions with one year teacher training courses.

CVCP avoids region plan

from page 1

vices Unit based at Manchester University collect statistics on behalf of both polytechnics and universities. Many individual institutions work closely together in the field of careers and student counselling.

The document singled out cooperation between Bristol University and Bristol Polytechnic in student accommodation. They have demarcated areas in the city, and issue a joint advertisement each year.

In the case of librarios, distance seems to be one of the chief problems. For example, the libraries of Glamorgan Polytechnic and of the University of Wales Institute of Science and Technology have reciprocal reading and borrowing rights, but they are little used because 12 miles separate the institutions.

Cooperation exists in minor academic areas. Keele University has been discussing joint press and public relations with the North Staffordshire Polytechnic and other local colleges.

The document recognized that the universities' role in validating the work of colleges of education would change dramatically with the progress of the colleges' reorganization.

"Some colleges which have previously been associated with universities will, under the new pattern, seek validation from the CNAA, but there are a few instances of colleges merging with polytechnics or technical colleges and wishing to maintain some academic links, including validation, with universities. In a number of areas the university is actively involved in the planning of new consortia of colleges of education as institutes of higher education."

Opportunities for non-academic cooperation with the colleges are limited, the document said. However, there were examples, like Cambridge University and Homerton College, of shared medical services.

In Scotland there were close links between Robert Gordon's College of Technology and Aberdeen University. Similarly, degrees in architecture and town and country planning at Heriot-Watt University were conducted by staff at Edinburgh College of Art.

In conclusion, the CVCP rejected the motion put forward by Lord Crowther-Hunt, Minister at the Department of Education, of "high-level coordinating and advisory boards" for further and higher education. It took the view that the informal arrangements in many areas are sufficient.

Extracts from report next week

Four-year training call

The Government is to be urged to introduce a minimum four-year training programme for teachers. This demand has come from the Association of Teachers in Colleges and Departments of Education which is calling for the extended period of initial education and training for all teachers.

The controversial issue was raised at the annual ATCDE conference in London this week when Mr George Mabon, of Totley-Thorubridge College of Education, claimed that three-year teacher training courses were too short. His call for a four-year minimum period of training and education for all teachers won the support of members.

Mr David Wood, of the East Midlands branch, said the four-year training programmes for all teachers could be introduced within the next two years, but 1980 was the most practical time.

The association, which merges with the Association of Teachers in Technical Institutions early next year to form the new National Association of Teachers in Further and Higher Education, also called for a top-level inquiry into the Postgraduate Certificate of Education being run in universities, polytechnics and colleges of education.

Mr Jack Taylor, chairman of the ATCDE and principal of Redlands College, told the conference that because of the DES decision to concentrate the cut back in teacher supply on the colleges of education, almost a quarter of all new entrants to the profession in the 1980s would be through the university departments of education.

Research unit row for arbitration

The dispute over the closure of the Social Science Research Council's survey research unit is to be referred to arbitration.

The Association of University Teachers, which represents a number of the unit's staff, is to ask the advisory Conciliation and Arbitration Service for help in deciding the justice of the SSRC's decision to close the unit before its official life was over.

NERC cannot pay overheads

Universities and polytechnics which take on Natural Environment Research Council projects cannot expect the council to pay overheads, it was made clear this week. In its annual report, published on Wednesday, the council emphasizes its support for the dual-support system which research council funds supplement rather than replace funds derived from the University Grants Committee.

It says: "The council expects university funds to be put towards the purchase of small items of equipment of the type which would normally be found in a university department."

Of its total expenditure of £22,810,000 in 1974-75, NERC spent £1,308,000 on research grant support in the universities and £1,239,000 on training awards. If the value of contracts, service and equipment is added, the total support is £3,270,000, or 13.9 per cent of the money voted to the council through the Department of Education and Science.

In 1975-76 the council expects to receive a gross income of £30,443,000. Of this total £13,126,000 is expected to come from the DES and the rest from customer departments. The council has estimated that £7,789,000 will come from these departments as transferred funds, while a further £3,472,000 will come as addition funds provided by NERC the council can undertake specific projects.

Natural Environment Research Council annual report 1975. HMSO, £2.50.

NEXT WEEK

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University-poly cooperation
Lucy Cavendish College
AUT, SRHE, ATCDE reports
Denis Donoghue on Molly Bloom
Peter New on Defoe

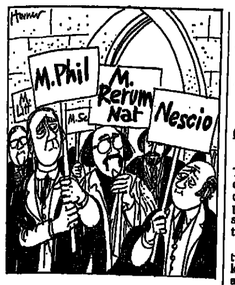
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Angry university teachers seek to expose MPs' 'ignorance'

from David Walker

SWANSEA

The Association of University Teachers should plan to bring the academic community to a standstill in pursuit of future salary claims, a senior member of the executive told the December council meeting.

Professor Alan Pritchard, of Nottingham University, said: "We must keep alive the present discontent among university teachers by getting in touch with people experienced in organizing disputes and industrial action and enlisting them in our planning of sanctions.

"We have it in our power to make the Civil Servants suffer till they squeal."

The council endorsed a future programme of action which included intensive lobbying of Parliament, continuing meetings on the salaries issue and discussion of strikes and withholding examination results.

It also voted for a motion from Bradford University under which the AUT executive will table a new salary claim at once, based on a full cost of living settlement for 1974-75.

Although the feelings of council members on the salaries question ran high, they accepted what the AUT executive had achieved.

Professor David King of Liverpool University, senior vice-president, emphasized that the executive and officers had fought hard to get the settlement in its present form and reiterated that the principles from committee B written into the document accompanying the settlement represented the commitment of the Department of Education and Science to giving the AUT justice in future.

Linked with salaries was the issue of cuts in educational spending. Professor Norman Ashford of Loughborough University said, for example, that because of these cuts the universities were dying and a meeting such as that of the AUT council carried a "stench of death" with it.

Less dramatically, the AUT executive decided to submit a memorandum to the DES in the New Year appealing to the Government to face the reality of the university plight but also to recognize the strength of their contribution to the country.

Professor Bill Wallace from the New University of Ulster, last year's AUT president, presented a statement to council members which said the universities must have funds in order to produce the high quality graduates and first-class research that industry, the professions and society at large so urgently needed.

"The AUT regrets that the Government has hitherto thought mainly in terms of straightforward financial cuts and not of genuine economies and would therefore urge it to think instead of its own and society's long-term interests", he said.

In addition, the council asked the Government to maintain an average overall student staff ratio of 1:8.

A motion from City University was passed which asked for efforts to be made to remove the "abysmal ignorance" of many MPs about universities. During the debate deep suspicion of the Government's motives in its handling of the universities during the year came to the surface.

The executive endorsed a proposal from Newcastle University to undertake a large-scale publicity campaign on behalf of the universities and at the same time to scrutinize DES policy.

Council concludes that over the past 10 years there has been a consistent programme supported or tolerated by the DES aimed at reducing university standards. Changes in Government have in no way disturbed this policy. The recent salary negotiations underline the determination with which it is being pursued.

"Council therefore urges the executive committee to pay special attention to all new policy initiatives by the DES in the field of higher education so that consequences harmful to the universities can be exposed in good time."

The mechanism to scrutinize Government policy existed already, the council decided. It rejected the suggestion from Strathclyde University that a Royal Commission be set up to examine the whole of higher education, settling instead for giving evidence to the Parliamentary Select Committee under Miss Janet Fookes, MP.

Nevertheless, the council was uneasy about the encroachments of Government into the universities. It instructed the executive to examine the extent of the Government's intrusion into university autonomy and make recommendations about how to counter it.

It likewise rejected an independent salary review body in favour of amending the present two-tier system of committees. An executive statement on the best way to give the AUT more freedom in conducting its salary negotiations recognized that it would not be in the universities' interest to have the Government interfering in the internal workings of universities.

Mr Laurie Suppor, general secretary of the AUT, who weathered an attempt by Loughborough University to censure him said the AUT should be free to submit salary proposals whenever it wished without inhibition to a body representing the universities as the employing authority and the DES as the paymaster. The censure vote was lost by about 200 to five.

Whatever form the negotiating machinery took it would have to get to grips with several major problems in the structure of university teachers' salaries which the council asked its executive to consider. The lecturer scale was considered to have too many points. Similarly because of age distribution patterns and shortage of money the prospects for promotion beyond the lecturer grade were becoming limited.

The council decided that university teachers' freedom of manoeuvre was limited in another way, too. Dr Sheila Brenner of Liverpool University, a member of the executive, said they were "very, very cross" about the Government's recent decision to raise fees by 30 per cent.

The Government had failed to consult the AUT on this question, despite a recent meeting its executive had with Lord Crowther-Hunt, Minister for Higher Education. The council approved a motion from the University College of Aberystwyth deploring the "continual failure" of the Government to consult the AUT on matters of higher education policy.

Dr Merrison page 2
AUT council reports page 16

Phil beats Nat in master's handicap

by Peter Wilby

The great Cambridge ballot on what to call a new graduate one-year degree has ended in triumph for master of philosophy and humiliation for magister in rerum naturs (*M. Rerum Nat.*).

Cambridge academics were faced with 11 optional titles for the new taught master's degree. The ballot, at the beginning of the month, was by single transferable vote. Out of about 1,800 eligible to vote 495 votes were cast and the issue was not resolved until the tenth and final count. By then, the field had narrowed to two runners from the well-established M.Phil stable.

Option number three was M. Phil (in addition to the existing, but not yet awarded, two-year M. Phil degree); option number five was M. Phil (with a new title for the existing M. Phil degree).

Option number four — M. Phil (with the existing M. Phil replaced by M.Sc. or M.Litt, as appropriate) had run well but was eliminated on the seventh count and beaten into fifth place by one of the three options fielded from the reputable M.Sc./M.Litt. (as appropriate) stock, and by an unexpectedly strong competitor from the small bachelor of philosophy (B.Phil.) stable.

So, at last, M. Phil (option three), after leading throughout the ballot, beat M. Phil (option five) by 178 to 142 votes, which 175 voters apparently unable to bear the idea of transferring their votes to either, in its turn guide for the voters, the Council of the Senate had described the winner as "a completely logical answer".

But the council had also pointed out that this candidate had influential enemies ("It is likely to be unwelcome to the faculties of divinity and philosophy") and that it would be confusing to have a degree that could be either one year or two years".

The newly-bred outsiders, M. Rerum Nat and master of graduate studies (MGS) were both out of the race by the fourth count.

Those who wish to study the form in more detail can find all the voting figures in the current *Cambridge University Reporter.*

Welshman to be Glasgow principal

Professor Alwyn Williams, FRS, seventy professor of geology at Birmingham University, is to succeed Sir Charles Wilson as principal of Glasgow University, the Scottish Office announced this week.

Professor Williams, 54, was a lecturer in the department of geology at Glasgow in the late 1950s.

He moved to Wales, Professor Williams was appointed to the chair of geology at Aberdare Boys' Grammar School and the University College of Aberystwyth. He was

Stop-go policies 'threaten autonomy'

University autonomy was threatened by stop-go policies and the short run perspective adopted by the University Grants Committee, a university academic registrar claimed last week.

Mr Michael Shattock of Warwick University told a conference in London that the abandonment of the quinquennial planning system had put serious strains on many aspects of university life. Personal relationships had suffered and drastic economies had been made.

Mr Shattock said that as the financial noose tightened student numbers had become the sole criterion used for development. There was a real danger that subjects fundamental to university study would disappear because they had temporarily lost their interest to 18 years olds.

"Subjects of temporary appeal but unproven academic worth are artificially expanded" he said.

He told the annual conference of the Society for Research into Higher Education, which was discussing issues of power and authority in the universities, that since 1972 long term planning of university finance had fallen apart. The worst blow fell in January, 1974 he said, when the Government refused to supplement the recurrent grant adequately to cover inflation.

Since then letters from the UGC to universities had resulted in planning by fits and starts, causing what he called a highly charged atmosphere of doubt, hidden threat and utter confusion. The main issue was not just the shortage of money but the absence of certainty in planning for the future.

"The result has been that throughout the university system trust in the elaborate participative processes of decision-taking laboriously set up over the years has been eroded. Departments and faculties have been set against one another and personal relationships have worsened.

"Inter - university relationships were also not improved by a vice-chancellor suggesting that, if necessary, one or two universities ought to be closed to enable the remainder to survive."

Mr Shattock said the confusion had put undue pressures on university administrators, dragging them into controversy. He said the study of UGC pronouncements had become increasingly akin to Kremlinology.

"Many universities, urged on by enthusiastic economy committees, have gone to drastic and at times farcical lengths. Academics are to be found teaching in overcoats in half-heated rooms, outgoing mail is scrutinized for the extravagant first class letter, telephone calls are interrupted by operators who infer that if you enquire after a colleague's wife and family you are not making a business call."

The academic fabric of universities had suffered, too. They were forced to become consumer orientated institutions so that subjects unable to attract students were contracted because they no longer had the resources to support them. Subjects that appealed to young people were expanded without regard to other factors, Mr Shattock said.

SRHE conference page 3

The Editor and staff wish our readers a happy Christmas and a more prosperous New Year

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'Not one new good idea from Crowther-Hunt'

by Frances Gibb

The universities' problems could not be debased in the crude and misleading language used by Lord Crowther-Hunt, Dr Alec Merrison, vice-chancellor of the University Bristol, wrote in the latest issue of *New Universities Quarterly*.

The Minister of State for Higher Education's apparent ignorance of the discussions of the last 15 years about the aims of universities as revealed in his recent speeches, had dismayed the academic world, Dr Merrison said.

"There is not a single new good thought in Lord Crowther-Hunt's speeches and this itself is illuminating".

On Lord Crowther-Hunt's theme of relevance, Dr Merrison said that the variety of relevant university courses was "quite staggering" and broader than the Council for National Academic Awards range. Although some subjects, notably arts, were not directly vocational, that did not mean they were irrelevant.

But the value of a university education could not be discussed in terms of courses and the numbers of students on them. They had to be seen as centres of scholarship and not merely places which absorbed public money and produced graduates.

"University education at its best can be described only in the subtle terms of helping the young maturing mind and no amount of prosing on about percentages of classicists, engineers, scientists and so on is going to be in any way relevant to that".

On manpower planning, Dr Merrison pointed to Lord Crowther-Hunt's examples of this in the teaching and medical professions. Both those areas were the simplest employment areas to which to apply manpower planning but the country had less than two thirds of the number of doctors it needed and between one third and a half of the places in college of education were being closed, Dr Merrison said.

The Minister had asked whether the split of the 640,000 higher education numbers by 1981 equally between the universities and the public sector would be the most economic. But the answer to this could not be known until the Government had revealed the relative costs of the two sectors. He suspected however that the universities sector was at present the most cost-effective.

Lord Crowther-Hunt seemed unaware that these issues were already part of a continuing debate in the universities. His views reflected a number of misconceptions about what universities were like and what they actually did.

Dr Merrison outlined what in his view were two major problems in the higher education system. First was the role of universities as homes of teaching in the atmosphere of research. The funding of research had always been expanded at the same rate as the number of students but there was no obvious link between the two. Their relationship, however, was vital.

The second was what was to be done with "what has become, through sheer crassness of politicians and their officials, the other side of the binary line" in discipline could not be divided in a way that would enable there to be both a polytechnic version of it and a university version, he said.



Methinks the lady doth protest too much. A seventeenth-century Jacobean theatre has been reconstructed by students and staff at Lancaster University as part of a postgraduate research programme, and it opens this week with performances of The Duchess of Malfi and The Tempest. The theatre, built in the university's Nuffield Theatre Studio, is based on the old Blackfriars Playhouse, London.

In Parliament

Dr Keith Hampson (Ripon C) asked the Secretary of State how many degree and DipHE courses were put forward by colleges, further education centres and institutes of higher education in 1974; how many were approved; how many were rejected by the CNAA and validating universities; and how many were still unprocessed.

Mr Mulley replied that the validation of courses was not a matter for him but for the academic validating bodies, and he did not have details of the decisions they reached.

Of applications received in 1974 for 375 degree courses and 16 Dip HE courses, 267 and 10 respectively were approved. So far this year, 318 degree and 67 DipHE courses had been approved and 126 degree and 32 DipHE courses had been refused approval.

* * *

Asked what steps he would take to improve the housing prospects for students in the academic year 1976-77, Mr Mulley said that about 4,400 university residential places and about 1,400 polytechnic residential places were started during 1974-75 and most should be brought into use by the next academic session.

A further 2,500 university places and some 2,100 polytechnic places were expected to start in the current financial year and some at least should become available in the course of 1976-77.

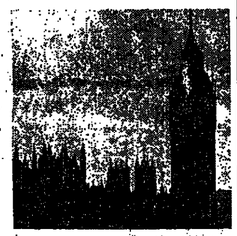
Mr David Lane (Cambridge C) urged the Minister to keep up all possible pressures on other Government departments, notably the Department of the Environment, in the context of the Rent Acts so as to get still more accommodation available for students at the earliest possible date.

Mr Mulley said he shared the concern to make more accommodation available at the same time the was aware of the problems of housing those other than students. Students were not anxious for amendment of the Rent Act to give them any preferential treatment. Provision through the Housing Corporation in conjunction with local authorities and the DoE might be a way forward.

He expected that the accommodation survey undertaken by the UGC at the beginning of this academic year would throw some light on the attitude of householders offering rooms to students.

* * *

Questioned about free speech in the context of disturbances at Sussex



University, Mr Mulley said he regarded it as being deplorable that free speech should be limited whether on university campuses or elsewhere by threats of violence.

Mr Rhodes Boyson (Brent, North, C) suggested that the UGC could perhaps be given a hint that it was an affront to the taxpayer that the provision of public funds to higher education could not guarantee free speech. Mr Mulley said this was not a matter that could be dealt with just by a reference to the UGC.

* * *

Mr Nell Martin (Banbury, C) asked the Secretary of State to introduce a system of student loans for postgraduates to pay for their maintenance while students but Mr Mulley refused.

* * * *

Dr Colin Phipps (Dudley West, Lab) urged Mr Mulley to seek powers to reduce the numbers of closed and restricted scholarships at exhibitions which can be awarded by British universities. Mr Mulley declined, saying these awards did not come from public funds and did not materially affect the chances of other candidates for places.

* * *

Dr Hampson asked what were the procedures for validating degree programmes proposed by colleges and institutions for higher education; and whether he was satisfied with the present situation. Mr Mulley said that in addition to the Council for National Academic Awards there were over 20 universities which validated degree programmes at the colleges. They had full responsibility for approving the academic content or standard of the courses they validated, and it was for them to consider any evidence of unsatisfactory standards for validation.

Loss of autonomy 'now looms as threat to polytechnics'

by Sue Reid

The problems, including loss of autonomy, facing Britain's polytechnics in the current economic crisis were highlighted by Dr William Davey, president of Portsmouth Polytechnic recently.

Speaking at the polytechnic's annual degree and diploma congregation, Dr Davey said the supreme challenge for higher education was simply survival. The economic crisis was forcing institutions to freeze staff vacancies as they arose, to take in more students without extra staff and to forgo urgent research.

Associated with these challenges, he added, was the loss of autonomy in the institutions which were now required to answer questions from a growing number of people. On almost every decision not only staff and student interests within the polytechnic had to be consulted but a variety of outside authorities and organizations.

The process of establishing a new activity, such as a course, within a polytechnic was long and arduous, taking years of sustained effort, said Dr Davey. The actual time could be so long that the interest of staff, students and potential employers had dried up before the course won final approval.

Clearly Portsmouth polytechnic did not have the resources to do everything that the pressure groups wanted, he added. Although there were large resources of staff, buildings, equipment and money not everybody could be satisfied and while some constituents were pleased others were alienated.

The present situation facing polytechnics desperately required leadership.

● Plymouth Polytechnic was trying to achieve cooperation between higher and further education institutions in the south-west but had no intention of edging into the university sector, Dr R. F. M. Robbins, director of the polytechnic said last week.

Speaking at the polytechnic's annual degree ceremony Dr Robbins said the polytechnic was a "polytechnic's polytechnic with no false images."

"We are developing a range of courses in technology, science and the arts at a variety of levels for students who are studying full-time and part-time. We are trying to analyse, before making any provision, the relevant needs of industry, commerce and the professions, and we are responding as best we can to meet these needs", he added.

However, the polytechnic was at present insufficiently developed and a proper balance between technology, science and the arts would not be reached until the polytechnic had 3,500 students.

Unqualified art students preferred

The chances of an art college student getting a job in art and design are only half as good as an unqualified applicant, a recent survey of employers' attitudes to art and design training reveals.

Present art courses are not relevant to employment in art and design, the survey concludes. "If art colleges were able to concentrate on producing a professional attitude in their students, employers would be quick to recognize the value of taking on a qualified man.

"There are many art schools, departments and colleges where a sincere attempt is being made to instil a professional code. But there are still some which cling unashamedly to out-of-date and distinctly amateur ideas."

The survey was undertaken by the North East Publicity Association to find out employers' attitudes to art and design training in general and in particular to the proposal of the Joint Advisory Committees on Education and Regional Certificates in Art and Design that first year should be the core of all vocational courses in art and design.

Questionnaires were sent to 60 potential employers of art and design staff and to NEPA members. About 41 replies were received.

Most employers echoed the sentiments of one firm of graphic designers and illustrators which said: "The gap between what the art colleges are supplying to graphic and businesses in student terms and what the commercial graphic and business need is enormous."

A firm of interior designers said that training should be more closely allied to industrial and commercial needs. There was a need for much more practical work by students in workshops both in the polytechnic and in studios.

The survey concludes: "It seems likely, therefore, that many young job opportunities could be created for the qualified applicant, provided he can convince a prospective employer that his training has given him a commercially exploitable advantage over the 'home-grown' employee."

Students among nation's poor Dahrendorf says

Many students should now be classed among the poor, Professor Ralf Dahrendorf, director of the London School of Economics, said recently.

In the LSE's magazine, Professor Dahrendorf said that student grants had risen less than charges in hostels, factories and halls of residence in the same time economic constraints reduced the quality of the welfare and recreation services offered to student.

He pledged to continue to press along with other members of the Committee of Vice-Chancellors and Principals for adequate student grants.

Professor Dahrendorf emphasized the particular difficulties facing overseas students, who formed a large proportion of the total student body at LSE.

TEC diploma: DES attacked

Colleges were facing an impossible planning task because the Department of Education and Science had not worked out the relationship between the Diploma of Higher Education and the new Business and Technician Education Council diplomas, Mr Hywel Roberts, Plaid Cymru spokesman on education, said last week.

In his evidence to the BEC on the new diplomas, Mr Roberts said: "The left hand of the DES does not know what the right hand is doing, and worse still the DES appears to be doing nothing to resolve the situation."

Deploring the DES's inaction, he said it was some months since TEC, BEC and the Council for National Academic Awards had made a joint request for a meeting with DES officials. This was revealed in a letter to Plaid Cymru from Mr J. E. Sellars, the chief education officer of BEC in response to its evidence.

The DipHE had to be introduced within existing resources and had to overlap existing courses, Mr Roberts said. If it overlapped with degrees courses, it simply became the first two years of a degree course. If it overlapped with Certificate of Education courses, it became exclusively a teacher training diploma.

If, however, it overlapped with the higher national diplomas which would become the new TEC and BEC diplomas, there was no reason for its entry requirements to be different from those of the TEC and BEC diplomas.

It was Plaid Cymru's view that one common diploma should have been established, with the possibility of transfer to degree courses, he said.

Tolley takes gloomy view

Dr. George Tolley, principal of Sheffield Polytechnic has predicted a bleak future for higher education in Britain. He claims that higher education is due for its first cutback since the 1920s' and is unpopular in the eyes of the general public.

Dr Tolley says morale is low in the universities, and there is great uncertainty in the polytechnics. The colleges of education, he adds, are in total disarray.

His views are outlined in a recent article in the *Sheffield Star*. He goes on to warn that neither the Robbins Committee's analysis of the 1960s or the administration system of the present are adequate to maintain higher education in the future.

"We need a deep probe into matters of purpose and of system and we need it quickly. Confidence in higher education must be restored, morale must be built up."

Dr Tolley pinpoints doubt and fear as underlying much of the present questioning about higher education. Minority groups, he claims, have established a base within higher education from which to attack the fabric of society.

"It is these minorities that get things done; extremes are registered with the media; the determined few use for their own ends the procedures designed to maintain apathy, the irresolution of the many."

Somehow the isolation of higher education must be breached so it is accepted as a necessary counterpart of adult life, claims Dr Tolley.

SRHE conference—reports by David Walker

Charters 'not just legal fictions'

The annual conference of the Society for Research in Higher Education which took place last week was devoted to exploring the theme of power and authority in higher education.

Held at Bedford College, London, the two-day conference attended by academic staff and administrators from both universities and further education heard a mixture of scholarly and "political" papers.

A good example of the research going on into the power structure of universities was given in the conference's first paper. Following lines of investigation laid down in their recent book *Power and Authority in the Universities*, Professor Graeme Moodie of the University of York and Mr Rowland Eustace of the Centre for Environmental Studies in London asked about the legal bases of university government.

Introducing their joint paper, Professor Moodie said they wanted to dispel the myth that university charters were just legal fictions. Academics had spent too much time discussing amendments and new charters for them to be dismissed lightly.

"Charters nowadays tend to be the product of interaction between the wishes of ministers (representing the public, in some sense) and of the university (mainly academic). Taken as a group and over a period of time, it follows, charters provide a guide to the movement of opinion, to shifting views on the proper nature and distribution of authority within universities. In the past century moreover this movement has been a clear one away from external control and in the direction of academic self government."

One key issue in the process of amending charters had been the power to be enjoyed by non-professorial staff. Professor Moodie took as a case study Manchester University, which even though its charter of 1903 was a liberal document, was rechartered in 1973 to give a prime example of "creeping liberalization".

"Manchester is in fact unique among redbricks in never having had a system of monarchic professorial departments. This seems to have been intentional, for there always have been a few multi-professor departments, none of whose professors have ever been designated head.

"This sometimes resulted in an informal rotation of headship, unknown elsewhere till recently. Just how this affected the position of non-professorial staff is an interesting question but the new charter attempts little innovation here."

Professor Moodie's and Mr Eustace's paper described a "continuing game of leap frog" between the formal rules of the charter of many universities and what actually went on. There were leads and lags and ordinances could sometimes be resurrected or used afresh in an innovatory way. The point was that charters were important documents. Mr Tyrrell Burgess of the North East London Polytechnic next gave reference identified as a more political account of power and authority. He related these themes to the question of the future of the binary divide, and the future of "autonomous" universities.

Mr Burgess argued that the "service" aspects of universities—their undergraduate teaching for example —should eventually be administered in a way similar to the present public sector colleges through the local authorities. A small number of the top universities should be allowed to remain fully autonomous within a radically transformed University Grants Committee system.

He proposed this system because the UGC system was collapsing and because there was imminent danger of the whole fabric of higher education being damaged by chance rather than specific policy decisions.

Nevertheless, he asserted that past Government policy had not worked. He cited the formal designation of the colleges of advanced technology and later the designation of the polytechnics. It had proved a clear way of achieving precisely the opposite of what the government of the day intended those institutions to become.

Likewise the UGC had been set up as a buffer for the universities and had now become virtually a sub-department of the Department of Education and Science.

Mr Burgess said that he wished for a plural system with different institutions, funded differently and one means of achieving this was more accurately to identify what he called the service and autonomous aspects of the universities.

A number of participants argued that universities were more responsive to society's needs than Mr Burgess's model allowed. Miss Harriet Greenaway of the Polytechnic of North London said that many local councillors were not competent to fulfil the education role Mr Burgess was proposing.

Other papers given to the conference mixed detached scholarship with current political concern. Dr Jennifer Nias of Liverpool University described in detail the effect of the introduction of the BEd degree on college of education teachers.

Mr John Morrell of Bradford University described professorial power in the early part of the nineteenth century. He told how a professor at University College in the days of payment of fees directly by students was sacked because he was insufficiently popular and too few students attended his lectures.

Dr E. G. Edward, vice-chancellor of Bradford, broached in his paper the responsibility of the university to society rather than the state, suggesting that universities were not to collect knowledge for its own sake but for the sake of changing society's norms of behaviour.

A political note was struck by Dr Edwin Kerr, the chief officer of the Council for National Academic Awards and president of the SRHE. He argued that some academic consequences of the reorganization of the colleges of education were being missed by the policy makers.

Staff asked to teach new BA degrees were often inadequately trained for the task, he said.

"Far too much of this area is administered inadequately. What is needed is a well staffed body giving the Government academic advice on this issue, that is not confined to the regional level."

In the final session Mr Roy Butler from Liverpool University warned against taking too "apocalyptic" a tone when discussing the universities. The present financial crisis had the advantage of forcing universities to face difficult choices and at last say "no" to things. All in all, they were slimmer, healthier and fitter than ever, he said.

Such adjectives were not used to describe the financial affairs of the SRHE itself, however. At its annual general meeting, which took place during the conference, members were told of its precarious finances. Its governing council might have to examine some reductions in its publications list for the coming year.

Nevertheless, the SRHE annual report for 1974-75 described the year as one of activity and enterprise with membership numbers maintained.

'Dons need not fear administrators'

Professional university administrators were not a power-crazed breed threatening academic integrity, Mr John Fielden, a management consultant with the firm of Peat, Marwick Mitchell and Co, told the conference.

Mr Fielden, co-author with Mr Geoffrey Lockwood, registrar of Sussex University, of a well-known book on university planning, said the administrator was disinterested in power and urged academics to take a bigger interest in the detailed work of running their universities.

"If the professor thinks his powers are declining *vis à vis* the administrator it may well be his own fault. He should seek to master the growing complexities caused by internal and external trends towards sophistication and re-exert his powers. He should find that the professional administrator will welcome this initiative."

Mr Fielden described how the role of the university administrator had been made more important by the financial constraints of the past few years. The flood of questionnaires, analyses and demands for statistics from the University Grants Committee and the Government had made him a key figure.

However, in any conflict, administrators could be relied upon by the academics to take an overall university view and to remain impartial.

"The administrator has little to gain from any blatant extensions of his power or influence. He appreciates very well the existence of a permanent 'we/they' undercurrent of feeling in the university. Many of his efforts are devoted to breaking down this tension. Any open addition to his powers would permanently wreck these efforts and probably those of his colleagues too."

Mr Fielden's view was challenged by participants and in papers. It was pointed out that administrators can have an important effect on policy. In some sense university administrators were analogous with civil servants.

Professor Stanislav Andreski of Reading University, who delivered a paper entitled "Observations of how book-worms are changing into red-tape worms", said an important modern phenomenon was the "bureaucratization of the academics themselves."

Professor Andreski described what he said were the main obstacles to "intellectual creativity" in the universities in the false doctrine of "workers' participation" in higher education, academic empire-building, and the ascendancy of "bureaucratically-minded unimaginative types more interested in the quest for power and wealth than for knowledge".

The high noon of student power was over, but issues like student residences still posed distracting problems for the academic community.

"From being homos of gentility, snobbery and prudery the halls of residence have been turned into bawdy doss-houses where the wardens (no longer resembling prim Victorian governesses) have to be paid handsomely to keep order.

In the words of Professor Frank Musgrove of Manchester University who was chairman of the session, Professor Andreski's paper "raised the temperature". Among a number of speakers who disagreed with his argument Professor Gareth Williams of Lancaster University said that creativity was only a small part of the universities' job.

Student projections by DES are 'wildly out'

by Alan Cane

Official forecasts of the growth of demand for university places are "wildly optimistic" and based on wrong assumptions, according to a professor of marketing.

In his inaugural lecture early next month, Professor Peter Doyle of Bradford University will predict:

● University enrolments will grow at best from 69,000 in 1975 to 98,000 in 1985 and 112,000 in the year 2000, 40 per cent lower than current Department of Education and Science projections;

● Staff/student ratios will continue to decline and university academics in less popular disciplines will be faced with redundancy.

Professor Doyle argues that universities will have to learn some elements of marketing: "If marketing is the central dimension of business management, it is worth considering how the management function within a university differs from that of a commercial firm. The contention here is that while the university's mission is unique, the basic management problems are remarkably similar and hence marketing is of key relevance."

Professor Doyle's predictions of the future growth of student demand for university places is based on a trenchant criticism of the work of Professor Gareth Williams of Lancaster University.

Professor Williams suggested in his inaugural lecture last November that enrolments of home undergraduates in British universities might grow from 69,000 in 1975 to 120,000 in 1985 and 185,000 in the year 2000.

Professor Doyle suggests the DES has already tacitly accepted Professor Williams figures, going on to make three chief criticisms:

● Professor Williams' model did not take into account the effect of other forms of higher education running in parallel with the universities and in competition with them for students.

● Professor Doyle argues that an exponential rate of growth cannot be maintained over a long period.

● A single university growing at the exponential rate postulated by Williams would, within eight decades, be enrolling every 18-year-old in the country irrespective of qualifications."

● "Williams has committed the cardinal sin of using figures on the supply of university places to forecast demand. Unfortunately the two are determined by quite separate variables: the former by Government policy, the latter by social and economic factors."



Prince Charles takes part in a visual perception experiment

Sheffield psychology building opened

The Prince of Wales officially opened the new £1m Department of Psychology at Sheffield University this week. The department, first opened in 1960, moved from a crumbling Victorian building at the start of the session. About 100 first-year undergraduates at Sheffield take psychology as one of three subjects and roughly 40 go on to specialize.

Professor Kevin Connolly, head of the department, believes the new building will boost undergraduate applications. Several new postgraduate courses have been introduced this year. The department has about 20 PhD students.

Research interests include child development, social and personality psychology, visual perception, and work on the physically and mentally handicapped. Professor Connolly hopes research activity will expand.

ATCDE conference

Government attacked over teacher education reform

A bitter attack on the Government and its handling of proposals for reform in teacher education has been made by Mr Malcolm Lee, former chairman of the Association of Teachers in Colleges and Departments of Education.

Mr Lee, speaking at the ATCDE annual conference in London last week after a top-level meeting with Department of Education and Science officials claimed: "It is abundantly clear that the edifice of teacher reform put up the James Committee report is crumbling and the White Paper policy is in shreds."

He said the White Paper *Framework for Expansion* had spelt out reforms in teacher education including proposals for induction of new teachers and in-service education for all teachers.

The members demanded the full implementation of the induction programme by September of next year and a negotiated contractual obligation requiring teachers to undertake a minimum of one-term full-time in-service education, or the equivalent, every seven years.

Mr David Wood, of the East Midlands branch of the association, backed Mr Lee's call for pressure to be put on the Government. He said that if the Government abandoned the teacher reform proposals all credibility in any plan that required long-term planning would be destroyed.

no money was available for the teacher education reforms put forward in the White Paper.

He added that the Advisory Committee for the Supply and Training of Teachers had given advice to the Government on teacher education but this had been "patently ignored".

Mr Lee called on the ATCDE delegates to confirm their faith in a revamped DES degree course for teachers and induction and in-service training.

They voted in favour of pressing the Government to implement the proposals for induction of new teachers and in-service education for all teachers.

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CVCP report on cooperation between universities and other HE institutions

Formal regional links 'unlikely to be productive'

Following discussions within the Committee of Vice-Chancellors and Principals in June and July about the extent of cooperation between universities and other institutions of higher education, vice-chancellors and principals were invited to provide brief and necessarily selective accounts of activities in their own universities involving such collaboration. The following edited summary is based on the replies received.

GENERAL

Overall impressions to be gained from the replies—which have varied from brief synopses illustrated by examples of cooperation to detailed accounts including lists of specific areas of collaboration—are, as expected, that such activities extend over a very wide range of fields both academic and non-academic; that much of the collaboration is informal in character; and that the distance between institutions in some areas is the main hindrance to the development of closer links.

An initial conclusion is that attempts at formal cooperation on a regional basis are, in most cases, unlikely to be very productive and that local initiatives provide the main impetus for the sharing of resources. There are a number of instances of fully reciprocal arrangements — joint appointments and courses, teaching exchanges—but it is clear that the universities as a group are net providers of assistance and have contributed much to the development of institutions in the public sector, both academically and administratively.

COOPERATION WITH POLYTECHNICS

There is extensive collaboration with polytechnics, especially where the two institutions are close neighbours in urban environments. The replies received from universities show that there are links, mainly of an informal kind, between some 30 university institutions and neighbouring polytechnics in England and Wales.

In some cases, where the distance between institutions is a limiting factor, cooperation is restricted mainly to research and certain other academic matters.

Examples of cooperative activities are as follows:

Academic

Teaching: There is a significant amount of teaching, lecturing, participation in seminars and tutorial work on a part-time basis by members of university academic staff in polytechnics and, to a lesser extent, vice versa. Informal arrangements are made as necessary for emergency help with teaching in cases of illness of staff or for other reasons.

Several universities run teachers' centres or workshops for staff at the tertiary level in particular subject areas. Some of the exchange teaching is organized on a formal basis, but it is probable that informal contacts account for a substantial proportion.

Cooperation in the provision of teaching and related activities is one of the commonest forms of collaboration. At Oxford, for example, courses of lectures have been given in the polytechnic by the staff of several departments of the university and there are arrangements for both staff and students of the polytechnic to attend lectures, seminars and colloquia in the university.

Before its designation as a polytechnic, the Oxford College of Technology provided courses in modern languages for non-specialist students of the university, on a fee-paying basis, and this arrangement has been taken up with continued success by the college of further education.

Academic cooperation between the University of London and other institutions has been exemplified in particular by the external degree system and by the system of "institutions with Recognized Teachers" (IRT) which enables students in such institutions to register as internal students of the university on prescribed courses for degrees.

The main features of the IRT arrangements are that the university must be satisfied both as to the academic standing of the teachers and as to the ability of the institution in all respects to make suitable provision for undergraduate or postgraduate study.

All Recognized Teachers are eligible for membership of boards of studies and for election to the senate and other bodies of the university. The main categories of IRT have been the large technical colleges, most of which have become polytechnics and have adopted CNAA degrees; the specialized institutions such as the music colleges; and certain public research institutes, which now participate with the schools of the university in a scheme of cooperation providing for the joint supervision of research students thus removing the necessity for any further recognition of teachers.

The external system has involved no recognition of either teachers or institutions but it has enabled a large number of students in the London region and elsewhere to prepare for degrees of the university and to take its examinations. This has led naturally to a great deal of informal liaison and cooperation between teachers. The development of the CNAA has largely made obsolete the form of relationship embodied in the IRT and External systems, and the university is considering the possible creation of alternative machinery.

Joint courses—University replies suggest that one way of making the most effective use of equipment and other facilities in cooperation with other institutions is to run joint courses for which each partner is able to contribute specialist assistance. Many such courses are at the postgraduate level and in scientific or technological subjects. The following are examples:

City/Polytechnic of North London: MSc in adhesion science and technology: "Such a course could not have been introduced easily by either institution working independently."

Lancaster/Preston: Masters degree in analytical chemistry.

Manchester: Joint training programme in dental technology.

Oxford: The university department of agricultural economics and the polytechnic department of town planning have jointly sponsored a course on planning for recreation.

Sussex/Brighton: MA course in curriculum development and educational technology.

The close physical proximity of the University of Aston to parts of the City of Birmingham Polytechnic has led to the development of a number of academic links. Students in the polytechnic's centre of art and design and the centre of commerce (formerly the colleges of art and commerce) have enrolled for university degree and diploma courses in architecture, town planning and business studies, but these arrangements are gradually being phased out as the polytechnic converts to CNAA degrees. The courses were administered by joint boards of studies.

With the support of the Waste Management Advisory Council the University Industry Centre in Cardiff has taken the initiative in bringing together polytechnics and universities with a view to establishing a series of courses at various levels concerned with the technology and management of waste.

Supervision of higher degree work—A number of the universities which have responded are prepared to arrange for polytechnic staff to be supervised for part-time higher degrees of the university (Birmingham, City, Durham, Liverpool, Manchester, Nottingham, Oxford, Sheffield, Sussex). Some universities also supervise students working for CNAA higher degrees (Birmingham, Keele, Leicester, Liverpool).

Comments on this type of involvement include: "Polytechnic lecturers are welcomed for their mature approach to the work. Moreover, their presence helps to foster contact between university and polytechnic at departmental level".

External examining—It is probable that external examining by university staff in polytechnics is extensive, although this has been mentioned in relatively few of the replies (Birmingham, Keele, Liverpool, Loughborough, Sussex). Much of this activity is related to higher degree work in the polytechnics.

Research and provision of equipment—Collaborative research is frequently based on mutual use of specialist equipment and often arises from informal contact between staff at department level. Polytechnic staff are involved increasingly in projects requiring particular expertise in the engineering and applied science fields.

An example of joint research, which merits special mention because of the distance between the two institutions, is a substantial project on energy conservation which is currently being developed between the University of Exeter and the Plymouth Polytechnic. The staff are involved in an investigation of the natural environmental resources in the region which may be capable of development for limited industrial use.

In Cardiff the Glamorgan Polytechnic is collaborating with the university college in joint research on the recovery of waste oil and on the development of new techniques for the treatment of effluent.

COOPERATION WITH COLLEGES OF EDUCATION AND OTHER INSTITUTIONS IN ENGLAND AND WALES

Many of the universities mentioned above, in the context of relationships with polytechnics, also have similar cooperative arrangements with local colleges of education, especially those with which there is association in the validation of courses. Indeed in the latter case university facilities are often made available to college students more extensively than for students in polytechnics which have been able to develop more sophisticated services of their own. Examples are given below of cooperation with colleges and other institutions not referred to in the previous section.

Academic

Validation—The majority of universities are involved in the validation of degree and diploma courses in other institutions. There have been close links with the colleges of education in this respect for many years and the universities have made a major contribution to the development of degree level work in the colleges through their institutes or schools of education.

The reorganization of the colleges, their merging in most cases with polytechnics or amongst themselves as institutes of higher education, and the dissolution of the area training organizations will clearly result in an overall weakening of university involvement, but a significant proportion of the replies received from universities indicates that a large number of colleges are continuing to seek validation of BEd, DipHE and other "non-education" degree courses by their neighbouring university institutions.

Some universities have already established boards of studies and delegacies responsible to senates for supervising courses and overseeing professional aspects of teacher education and training. The colleges and other public sector interests are represented on such bodies.

In three areas—Exeter, Loughborough and Warwick—the strengths of existing academic relationships between the universities and neighbouring colleges of education have led to plans, now well-advanced, for the complete amalgamation of the institutions with effect from the beginning of the next quinquennium.

Other joint courses and teaching—In addition to courses validated by the universities, many of which involve teaching contributions from members of university academic staff, there are a number of more informal or ad hoc arrangements with colleges of technology and other institutions.

The following are examples: The City University runs degree courses in collaboration with the Guildhall School of Music and Drama and with the School of Nursing of St Bartholomew's Hospital. East Anglia has links with the Norwich City College in the business management field as the post-graduate level and the university's school of European Studies is hoping to establish a teaching relationship with the Bell School of Languages.

Essex has been discussing with local colleges the possibility of a joint venture in electrical engineering science. In Exeter the university provides undergraduate courses in conjunction with the technical college and so enable students to combine the study of art with English; in view of the demand from college students it is hoped to develop this relationship.

Hull has a joint MSc course in analytical chemistry with the college of technology. Kent is closely involved with a local adult college in the provision of short in-service courses for teachers and others. Leeds offers shortened courses leading to a BSc degree in mining and quarrying in the Doncaster College of Technology.

Liverpool and Manchester have a number of informal and formal teaching links with local technical colleges and other institutions. Loughborough contributes a component to a course offered by Trowbridge Technical College. In Salford the university is discussing the possibility of closer collaboration with the college of technology.

Groups of students from the University of Surrey receive some of their teaching at local colleges of education (in human biology and science education) and the general studies department of the university makes use of teachers from local institutions.

In Wales the University College at Aberystwyth provides tuition for a joint honours degree in the college of librarianship. The department of education at the University College in Cardiff is involved, at the request of the Welsh Joint Education Committee, in the provision of professional courses for both graduates and non-graduates to train as staff of colleges of further education.

Research—Although research links with colleges and other institutions are not as extensive as with polytechnics, several universities have developed joint projects in the educational and related fields with colleges of education. There are a few instances of research involving staff from colleges of technology on multidisciplinary and technologically oriented projects.

COOPERATION IN SCOTLAND AND NORTHERN IRELAND

The structure of higher education in the public sector in Scotland differs from the situation in England and Wales. There are no institutions designated as polytechnics and the Scottish central institutions are funded directly from the Scottish Education Department. The Committee of Principals of the Scottish Universities has been discussing with both the central institutions and the SED a number of schemes for cooperation and there is an agreement between the committee and the department to keep one another informed of developments and innovations so that duplication can be avoided.

There is, however, a considerable degree of collaboration between the central institutions and other colleges on the one hand and the universities on the other hand. Aberdeen and Robert Gordon's Institute of Technology have collaborated for many years, particularly in joint arrangements for the teaching of engineering. The university also cooperates in the provision of teaching for courses in social studies and certain medical health subjects in the institute.

In Dundee there are links with the college of art and architecture, the college of education and—to a lesser extent—with the college of technology. Many of the students in the first two colleges are also university students and both institutions are represented on the senates. The University of Edinburgh cooperates closely with the Moray House College of Education and the Edinburgh College of Art, where university degrees are conferred, and with the Edinburgh and East of Scotland College of Agriculture. In the latter case facilities are shared and many staff work jointly for both institutions as the Edinburgh School of Agriculture.

The University Health Service is shared principally with Heriot-Watt University and there is a joint approach with other colleges on the problem of student accommodation. Other fields of collaboration include extra-mural adult education, the International Students' Centre and facilities for technician training for students from Napier College. The University of Glasgow has teaching, examining and research links with neighbouring institutions in the fields of education (University BEd degree), art and architecture (BArch degree), animal nutrition and related studies, and agricultural science. Library facilities are made available to teachers in local colleges and plans are in hand to link computer links with such colleges.

Most of the teaching for the degree in architecture and in town and country planning at Heriot-Watt University is conducted by the staff of the Edinburgh College of Art; the University's Faculty of Environmental Studies consists mainly of members of staff of the college and it is possible that liaison between the two institutions may in due course be extended.

In Northern Ireland an Advisory Committee on Cooperation in Higher Education, convened by the Permanent Secretary of the Department of Education in Belfast, meets about four times a year to discuss problems of mutual interest including various types of collaboration. The committee includes the vice-chancellors of the two universities and the director of the Ulster Polytechnic.

The Queen's University has academic links with a number of local colleges of education, theology and agriculture. Equipment and other facilities in the university are available for use by staff and advanced students of the polytechnic and inter-institutional cooperation is encouraged with institutions in the vicinity. The Teachers' Centre—one of the largest and most active in the United Kingdom—is used by staff of further education colleges and schools.

COORDINATING COMMITTEES

Little enthusiasm has been expressed by universities for the concept of "higher" advisory and coordinating boards" which have been suggested in the context of arrangements in Brighton and Coventry and a number of universities already have machinery of one kind or another for promoting links with specific local institutions. It is also not uncommon for universities to be represented on the governing bodies of polytechnics and colleges and vice versa.

PROBLEMS

In several replies there have been references to difficulties which have been encountered in trying to establish formal links with other institutions, especially polytechnics. In some cases difficulties have arisen over proposals for schemes for cooperation which would involve changes in the normal administrative and financial arrangements or a diminution of the separate and distinct identity of a public sector institution.

Although the degree of liaison across the binary line is increasing, there remain serious disincentives including the pressure of resources for new developments in the polytechnics without regard to existing or spare capacity in some subjects in the universities.

Don's diary

Gielgud OU lesson

"The truth is what we all strive for in acting, and yet acting can never be truth, it has to be truth experienced and then diverted in some curious way."

So spake Sir John Gielgud, talking to me recently on creativity in an Open University radio programme for the Personality and Learning Course. The previous day he had completed our television recording of the Grand Inquisitor fable from *The Brothers Karamazov*, and now he was analysing how he had approached this role in comparison with some of his other performances.

Watching him as he rehearsed Dostoevsky's enormous solo speech, with the constant interplay between actor, director and adaptor, taught me more about real creativity at the highest level than all the finished works of art I have seen or read.

Rehearsal is such a private act that no actor wants to expose himself until he approaches the performance, but Sir John agreed to discuss his approach retrospectively for our students, so they will see a creative performance in a rough television screen, followed by a relatively rare self-analysis by one of our greatest actors.

Technical crews are not easily impressed after all the programmes they have worked on, but the technical run-through provoked a spontaneous burst of applause from the assembled crew as Sir John spoke his final line and sank into the Inquisitor's chair. Recording the final long take in the studio was an electrifying experience.

Drama on the air

Teaching through drama is hardly a new innovation, but surprisingly it has only recently been used as any scale by Open University programmes. The arts faculty has embarked on production of its first-fledged drama course, and in educational studies we have begun to use drama in very specific ways.

Dramatized documentary on London can, without distorting the truth, sometimes condense far more into one programme than the recording of so-called "reality". Personal problems, questions of discipline and other delicate issues can be shown and discussed in dramatization where cameras and microphones would never be allowed to intrude in the actual situation.

Radio drama too can play a significant role. Before Gerry Fowler abandoned writing about decision-making for the real thing at the DSS and then the Privy Council Office, he encouraged Donald Holms, senior radio producer, to create a fictional radio community at Dunchester (shades of *The THES*'s Scunchester) to explore what went on in the smoke-filled back rooms of education committees.

The Dunchester saga continues in a trilogy of programmes for the related courses on management in education. The composite characters have already caused lively debate on the course team about the identity of the originals, with everyone finding a different source for each character.

Perhaps I should explain how Open University programmes are made. Course teams are compiled of a dozen or more people—central academics, regional tutors, BBC producers, educational technologists and often external consultants. The course team delegates responsibility for the making of a programme to one producer and one academic, who research and work on the programme through all its stages. Occasionally it gets more complicated than that.

The management course is making two programmes in one institution—Bath and Colne College—but for different parts of the course, so last week I went to Nelson for a recce with the course team chairman, Bruce Houghton, the OU in-house producer for the North-West, Gerald Fenby, and one of my producers, Peter.

The four of us had a couple of extensive days of meetings laid on by the principal, David Moore, who also allowed us to sit in on his staff development session. We left Nelson with enough material for about eight programmes, which we now have to sift for the two we will actually record in February.

David Moore jokes that his standard lecture is titled "You too can have a college like mine"—and we hope to get some insight into that onto videotape for managers at all levels of education.

Yorks to Tanzania

One of my most deeply-held beliefs about Open University programmes is that we should bring the best in every field before our students. Our new curriculum course has already filmed some brilliantly creative work from primary pupils at Selby Street School in the old West Riding, and later in that course we are taking our outside broadcast cameras to the Yehudi Menuhin school, which offers a remarkable new perspective on curriculum planning.



For a totally different experience we have shot two films in Tanzania, which put the United Kingdom's educational problems in another light altogether. The education Minister for the last four years talks impressively about his country's national plan of "education for self-reliance" but the schools we filmed are struggling with shortages of basic teaching materials that would break the heart of any British teacher.

Electronic circus

At the moment it is vacation-time for Open University students—the only one they get between examinations in November and the new academic year that begins in February—but it is one of the busiest periods for those of us producing the courses.

The final versions of the first block of correspondence texts and programmes are being checked at page-proof, show-print and tape-edited stage; at the same time we are producing and writing the later parts of next year's courses, and having lengthy discussions of courses for 1977 presentation, and in at least one case for 1978.

But as was once said in a slightly different context "if you can't keep all those balls in the air at once you shouldn't be in this ruddy circus!".

It is also tutor briefing time for next year's courses. Because there are so many locations scattered round the country we break up into teams of two for those as well.

The greatest problem is always finding the necessary hardware to play back the programmes. The Open University may be one of the shining examples of "white-hot technology", but if it had to rely on cassettes instead of direct broadcasts I shudder to think what the student viewing figures would be.

As someone long accustomed to the wizardry of BBC engineers, who can fix a camera on the blink in a few moments by uttering some magic formula to their chaps (and then have to explain it in English I can understand), I am always a bit embarrassed when I arrive for a session with students or tutors and am expected to be the expert technical adviser on the playback equipment.

The inner workings of film projectors and videocassettes are mysteries I would rather not plumb too deeply, and I guess that is a not uncommon reaction. So I think direct transmission is our main lifeline for a few years yet—not only is it incomparably cheaper, but we can be sure it is going to work.

Handicapped?

When I first arrived at Alexandra Palace three years ago to work on Open University productions, I was somewhat taken aback to come across the abbreviation PE courses. I could not understand why we were doing physical education through our distance teaching system, and was not immediately enlightened to be told PE stood for post-experience. These are one-off courses aimed at people working within a particular field, to improve their knowledge and expertise.

We have just completed transmissions for a new 1975 course—The Handicapped Person in the Community. We recruited a large number of expert consultants in different fields to work on both written and broadcast components of the course, and all the feedback we have indicates a remarkable response, both nationally and internationally.

The Open University's marketing division reports an extraordinary demand for the course, most recently an astonishingly large order from Spain; and this year and next we are over-subscribed for students.

The field as a whole offers compelling material, and many of the programmes are deeply involving and moving as well as instructive, but it seems to me that we have indeed McLuhan's now-hackneyed dictum—in this case the message has moulded and transformed the medium (or in our case, the media).

A group of deaf people role-playing real-life situations and then discussing them in the studio, a film showing how handicapped children adjust to ordinary schools, outside broadcast cameras recording the painstaking efforts of staff in a residential home to evoke even a minimal response from multiply-handicapped children, have all created situations where the expertise and skill of producers and academics have been brought to bear on how to best serve such material.

The result has been programmes where the inspiration-perspiration ratio has been nearer 50-50 than the usual 90-10. Often the material of the broadcasts was more than some of the most hardbitten crew members could take, and usually the first person to suggest we take a break in filming in hot, wearing and difficult conditions was not the handicapped subject but the director or cameraman concerned about the demands they were making on the subject.

Adaptability

The more I talk to broadcasting and academic colleagues, the more I feel the need for four courses instead of one, but then I remind myself that that's our feeling at this stage in most courses. I once taught such a course for a year in 1972 to the Malaysian students at Penang University, and when I look at my notes and illustrations now, I am very aware of how much things have changed in three short years.

The grandiose claims for cables, cassettes and satellites may have been exaggerated, but the less perceptible and more important change is in the style and content of programmes. We hope to trace some of that development in this course.

Which brings me back to the most important element in our University. I never cease to be surprised how quickly our students adapt to such a unique system. When they talk to me about their courses, they refer in the same breath to elements of the course on film, tape or the printed page without distinction, which is what makes most attempts to evaluate the respective teaching merits of each medium so difficult.

As I move from course team meeting to studio, editing-channel or cutting-room and back again I do not really stop to evaluate the importance of each—each plays its part and contributes to the whole, and the sum is greater than the parts.

John Miller

The author is senior producer in the faculty of educational studies, the Open University.

Can university public image be improved?



IVOR CREWE

When discussion in class or common room turns to a controversial side of university affairs, and conflicting values jostle for precedence, I am always struck by the low priority given to one in particular: what the outside world thinks. And by the outside world I do not mean "opinion-leaders" or other Important People but the opinion of the man who comes to mend the gas-boiler. To point to public hostility or worse, to murmur something about harming the university's reputation, is to be met with icy indifference and to be silently labelled, without awareness of irony, as an obvious "right winger".

Lessons in *realpolitik* are immediately forthcoming, and one is asked, as Stalin asked of the Vatican, how many legions the public commands. The people who matter, I am told, are the University Council, the UGC, or the men in the Ministry. They make decisions, *ergo* only they count. "Public opinion" on the other hand, is a mere figment of my fuddled imagination.

Innocent democrat that I am, I hold fast to the unfashionable idea that what ordinary people believe counts in the end. Public opinion is, undeniably, a political abstraction. It does not cut educational budgets, close teaching colleges, or draw up maximum student residence standards. It does not even directly influence the politicians, let alone the civil servants, who in fact do these things. MPs' postbags are not bulging with petitions of concern about the state of higher education.

But when the Government slices up the cake it is not cost-benefit analysis alone that determines where the knife will fall. The climate of opinion counts for something, especially if the cake is getting smaller and the recipient does not have the power to grab. I do not mean that Ministers and permanent secretaries carefully calculate after that rash of rent strikes last year universities will be down in the polls so we can afford to give the polys a little extra". I mean that they apply political instinct. They take into account the reactions of outsiders other than the world of higher education.

And these reactions reflect, through the distorting lenses of parties and pressure groups, what ordinary people think. Which sounds too mystical the only reply is that this is the untidy and diffused way in which popular opinion has influence.

What do people think? I know of no polls, but for those with eyes to see and ears to hear, the evidence is plain enough. In pub or club, on the buses or in the trains (both first or second class), universities are objects of at best bewilderment but more often deep suspicion and downright hostility. It would be comforting to believe that prejudice was limited to the Monday Club at Sunday cocktails; but it runs as deep in the working mens' clubs. Campus-bashing is a popular pastime.

The prospects of improving the universities' public image seem very bleak to me. If it was simply a matter of dispelling myths there might be cause for optimism. But what is required in addition is something more positive: whole-hearted public acceptance of the principles on which universities have been traditionally organized. And here there seem to be precious few good times left to play.

Universities possess neither the money nor muscle by which other organizations earn a resigned public acceptance. It is not as clear as it once seemed that they provide students with tickets to better jobs or more money. And although it may be sheer coincidence that the decade of university expansion should also have been a decade of national decline, claims to be the springboard of national recovery look a trifle thin.

That leaves the traditional defence, the one academics find most congenial: the university as an independent centre of learning and scholarship for their own sake. Now, it is one thing to argue the case in the columns of *The THES*. And despite recent evidence to the contrary, it may even strike a chord in the hearts of an Oxbridge and classics-educated Civil Service.

But I have found that it is quite another trying it on with the gasman. If you doubt my word, have a go yourself.

As a starter try to convert the postman to the view that it is wickedness and folly reducing the number of places for history graduates just because the economy is in poor shape; then proceed to explain carefully to the dustman why a deterioration in the staff student ratio to, say, 1:14 puts the very foundations of scientific advance and civilization in jeopardy.

I defer to none in my support for the liberal idea of a university. It is the most honest and convincing justification for its existence. But it should be recognized that the social conditions under which universities have used a self-defence of this kind have changed irreversibly.

Imperialism no longer provides an economic surplus for generous distribution to higher education. If oil creates a new surplus, political circumstances will see to it that the proceeds are allocated less unevenly this time, and justifiably so, but to the detriment of universities. And the old ties of kinship and school between universities and government have also gone: state finance is no longer a matter of the governing class giving its cousins and nephews a decent allowance.

Most important of all, universities have lost cultural status and glamour. Their magic has disappeared. They no longer inhabit a remote and fairy-tale land of unworldly concerns. They have, finally, become secular institutions. They are no longer protected by a crust of cultural inhibition.

The glacial progress of social democracy has brought a paradox in its trail instead: the more universities appear within the reach of ordinary people the less they are regarded as untouchable. They have arrived at a dangerous social border: visible enough to be objects for popular criticism, they are not available enough to be accepted unquestioningly as legitimate institutions.

In the long run, universities have two strategies open to them for gaining more public support. One is to let the glacier take its course. A gradual expansion of places for a socially wider intake will mean that increasing proportions of the population, although not themselves graduates, will be married or related to one, or be the friend or neighbour of one. Universities will cease to seem strange places producing strange people.

The second is to pay more attention to the local community. No doubt relations vary widely from university to university. But most university towns appear to have striking parallels with garrison towns. Army and university alike are regarded as national institutions billeted upon a long-suffering community. Both tend to produce self-contained occupational communities in which officers and lecturers find most of their social life and facilities. Both are politically off-centre. The student is about as popular as the squaddie.

But that is a long-term programme. What should universities work for now? I propose the tactic I adopt with the gas-man. When he confronts me with awkward questions about the length of vacations, lightness of teaching load, or utility of political science, I confess that I change the subject. I have also discovered that this is what many of my colleagues do (and they are quite subtle about it: a nifty matter of dispelling myths there might be cause for optimism. But what is required in addition is something more positive: whole-hearted public acceptance of the principles on which universities have been traditionally organized. And here there seem to be precious few good times left to play.

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NORTH AMERICAN NEWS

MICHAEL BINYON reports from Washington



National Press Building, Washington The Times (London), Room 541 D.C. Tel. 292 6398765.

Parents begin to feel fees pinch

More than half of all American families are finding college tuition fees too expensive. The steady rise in fees at State as well as private universities means that more and more children from middle-income families as well as the poor and disadvantaged could no longer afford higher education, Mr Allan Ostar, director of the American Association of State Colleges, said last week.

Those who argued that higher fees could be offset by more student aid missed the point. "However necessary student aid is as a supplement, it can never be a substitute for low tuition fees", he told mid-year graduates at Central Michigan University.

Student aid was caught up in a Government tangle of appropriations battles, forms, needs tests and regulations. Most aid programmes were directed at the poor and students from working and middle-class families were eligible for little, if any, assistance.

"It is time to blow the whistle on the grandiose schemes of the rich to help the poor with the money of the middle-class", he said.

Tuition fees at State universities were going up because public money was being spent on private colleges when public colleges were also in financial trouble. State aid to private education had increased five times in the past five years.

Mr Ostar approved of a dual system of higher education. But State universities were now forced to cut back programmes, put more students in classes and raise tuition fees.

"I think academic quality is threatened. I think educational opportunity is threatened. And I don't think that the States can mug Peter to fund Paul", Mr Ostar said.

There was no public outcry at rising fees in public colleges, he said, because people still thought they were relatively cheap. But between 1969 and 1973 the percentage of students from families earning less than $15,000 a year dropped 20 per cent.

Chicago launches BA(Presidential)

From next month students at a Chicago university will be able to canvas at elections and campaign for a presidential candidate as part of their degree course.

At Roosevelt University, a new external degree in a section of political science requires a specified number of hours of campaign work. Students are free to pick their candidate at local, State or Presidential level.

They will study articles and tape recordings by contemporary writers supplied by the university, investigate behind-the-scenes activity at nominating conventions, assess the various candidates and examine the role of the press and public opinion polls.

More gay rights

A student homosexual group at Virginia Commonwealth University must be recognized in some way by the university and given the same rights as other student groups to use the campus radio, bulletin boards, newspaper space and meeting rooms, a Federal court has ruled.

A district court said that the university had denied the Gay Alliance of Students the opportunity to "communicate its message within the university environs" and to further its "associational interests."

Dial-an-answer service tells what's where

If a lecturer in a small Ohio college wanted to know whether anybody else had tried to run a course on Mickey Mouse films he would have a hard job to find out. There are over 10,000 universities and colleges in the United States and the system is so decentralized that in any one a department could have studied the sociological implications of Walt Disney without news of this getting back even to Hollywood, let alone to a neighbouring State.

The Government admits this has led to considerable duplication of work by administrators and academics so it set up a national telephone answering service: a small group of people who would pass on phone numbers and addresses of anyone who could help the caller.

Nexus, as the Washington-based unit is called, has now been going two years. With five staff and four lines, it handles about 10 calls a day.

Anybody can ring in. An administrator, for instance, recently asked where he could get information on the age of tenured lecturers, an official from a State planning a vast new community college wanted to know who had studied the impact of institutions on communities.

"Where are there Master's programmes in creative writing?" one person asked. "Where are there aviation programmes in small colleges?" another wondered. "Who's got teachers doing self-evaluation of teaching?".

All the questions are recorded on a punched card index, together with the names and addresses given in answer. The index is added to each day with information scanned from the hundreds of magazines and publications that pour into the office.

The service is free, but from next June it will start to charge. Jane Lichtman, head of the unit, said they would probably charge only if a question could not be answered immediately; the rates would depend on the level of continued Government support.

The aim of Nexus is to stimulate innovation, but some of the questions are naturally frivolous. "Where is there information on women philosophers prominent before 1800?" one person asked, and was told to refer to his public library. "Which college President has been in office longest?" a publicity officer asked, before preparing a boastful press release.

Most people hear about the service by word of mouth, and many callers now have rung before. The unit is still able to handle many more calls before it needs to take on more staff. The number is prominently displayed in all advertisements: those willing to pay transatlantic rates and call between 6 and 11 Greenwich Mean Time can try ringing Washington 785 8480.



American campus football: big business.

Not playing the sporting game

A suggestion that universities are spending millions of dollars in bribes, gifts, illegal payments and free air-tickets for college athletes has been made by the University of Minnesota. At the same time, the university itself has been accused by the National Collegiate Athletic Association of 99 irregularities involving the basketball team between 1971 and 1975.

Minnesota has admitted 72 instances of "inappropriate behaviour". But a spokesman said there were cases when prospective student athletes did not come to Minnesota because they had "better offers" from other institutions, implying that those were offering illegal bribes.

To investigate the association's charges, Minnesota spent more than $30,000 compiling a 400-page report with 1,400 pages of supplementary material, including tape transcripts and memoranda.

These were presented to the association's Infractions Committee last week. The Minnesota spokesman said the evidence could incriminate other universities.

The issue is important because university athletics is a major part of the sporting programme of America and an important source of revenue. To the general public the games of many universities are known primarily because of their football or basketball teams. Athletic success can add millions of dollars to a university's funds and substantially increase student applications.

Football players are the most sought-after, as football and, to a lesser extent, basketball often subsidize the rest of the university's entire sporting programme.

Many bigger institutions have their own stadiums: Michigan State University's can hold 105,000 people.

The pressures on colleges to buy themselves good teams are enormous. But by the rules of the association, to which over 600 belong, a college cannot provide an athlete with anything beyond living expenses, tuition fees, books and supplies.

Minnesota's own investigation into its basketball programme revealed 24 instances of money being paid to players, sometimes in amounts of over $500; unwanted loans of cars; free meals, clothing, lodging and long-distance phone calls; the sale by players of complimentary tickets; and the provision of air-tickets to a player's family to travel to games.

Penalties could include a reduction in the number of permissible athletic scholarships; a ban on playing in televised games; suspension from the association; suspension from post-season games; and the declaration of current players as ineligible for other university games.

Minnesota is one of 10 large mid-west universities which belong to a group called the Big Ten, one of the most successful sporting divisions in university athletics.

The National Collegiate Athletic Association would not comment on the suggestion that others in the Big Ten were involved in sporting corruption, but it admits to handling a daily flow of complaints and allegations.

West Germany

Bonn moves towards national quota system

by Günther Kloss

Some 122,000 grammar school leavers with the minimum *Abitur* qualification, out of a total of 175,000 West German and 15,000 foreign applicants, were this autumn allocated a place at a university or an advanced vocational college. A total of 46,000 applicants were unsuccessful. The remainder had completed their application forms incorrectly or had made other mistakes. The bulk of the applications were channelled through the Central Admissions Office.

This procedure is unlikely to survive in its present form. It was declared unconstitutional by the Bavarian Constitutional Court in August (*THES*, September 19); North-Rhine-Westphalia, on behalf of nine other *Länder* has now brought action in the Federal Constitutional Court against Bavaria and has asked the court to extend the period of grace before a new system must be introduced.

All this throws an interesting light on the fundamental disunity and lack of cooperation among West Germany's 11 *Länder*, which are largely autonomous in educational matters.

While the legal battle is being fought in the courts the political controversy surrounding a new method of selection continues. A plan for random selection, a kind of admissions lottery (*THES*, October 3), which was seriously advocated by some Bonn politicians, has now been shelved.

The currently favoured solution, which might yet be incorporated in the recently revived Framework Bill for Institutions of Higher Education, envisages a selection procedure which allocates quotas of vacant places to each constituent State of the Federal Republic.

There is as yet no unanimity on how these quotas should be calculated. They may be based on the number of applicants for a particular course, the total number of qualified applicants in any one year, the percentage of 18 to 21-year-olds of the population or on a combination of any two of these.

The Federal Ministry of Education has carried out calculations in 10 subjects for some of these methods, basing them on the 1975 figure of applicants. The result shows that the distribution of places would have been substantially different.

More grammar school leavers from Baden-Württemberg, Bavaria, Lower Saxony and Schleswig-Holstein would have gained a place by almost any of these methods, while Berlin, Bremen, Hamburg and Hessen would have been the main losers.

However necessary these calculations are—the figures will of course vary from one year to the next—they are bound to make many *Länder* hesitate since they may have serious repercussions on the educational policy pursued in a *Land*. It remains to be seen whether once again *Länder* insistence on particularism stands in the way of a more sensible nationwide solution.

Meanwhile, the West German Rectors Conference is beginning to consider more long-term plans for the reform of university access. At their November meeting vice-chancellors suggested the introduction of subject-specific entrance examinations. The Federal Ministry has, in fact, just given a grant to a team of psychologists at Mannheim University to develop such tests for medicine and dentistry. These will be ready in 1977.

The vice-chancellors also proposed that all qualified school-leavers should be admitted to university for one year, and then have to take an "entrance" examination.

It is left to see, however, how room could be found for thousands of additional students in view of the present shortage of capacity—unless this problem has been vastly exaggerated by the universities themselves.

Republic of Ireland

Jobs 'rethink'

The need for a "major redirection of education towards the industrial arts" has been stressed by Dr Kieran Kennedy, director of the Economic and Social Research Institute, in a report on ways to increase employment in Ireland.

Dr Kennedy, who noted that Irish universities were producing a huge surplus of medical graduates (estimated at roughly four times the country's annual need), while there was an acute shortage of skilled craftsmen, suggested that the State policy of subsidizing up to two-thirds of the cost of university education for all students, irrespective of means, should be looked at critically.

"This", he said, "not only encourages participation in university education to a degree that may be excessive for the nation at its present level of development, but may also discriminate against the poor. Those who benefit come mainly from the upper and middle classes while the burden of taxation falls on the community generally."

Sweden

Dr Bergman



Film director, author and theatrical producer, Ingmar Bergman, whose recent work includes the films *Scenes From A Marriage* and a version of Mozart's *The Magic Flute*, has been awarded an honorary doctorate in philosophy by Stockholm University.

Greece

Professor power under fire

More than 76,000 students this year competed for 15,000 places in Greece's five main universities. Lack of facilities means that nearly half of all Greek college students are compelled to study abroad.

The unfavourable student/faculty ratio—963 professors for 80,000 students—is the worst in Europe. Additional expense is incurred by an examination system that allows students three chances to pass a course. Another issue is the power of the professors. While their control over their assistants and the curriculum has diminished, it is still far greater than in Northern European universities.

A third problem is the preference of students for theoretical subjects and professions of high status such as law, medicine and teaching rather than for engineering, technology and professional management.

The main thrust of the new University of Patras, however, as well as of the respected Polytechnical University of Athens is engineering and technology. More students are entering these professions but not in sufficient numbers; the Government believes, to meet present and future manpower needs.

The Government is now proposing to eliminate the baronial professorial chair system in favour of departments on the American model.

It is planning for larger student participation and all students will be required to vote in university elections. This proposal is favoured by moderates who argue that extremist students control voluntary elections with a small portion of the eligible vote. Radical students are opposed, saying that compulsory voting is an attempt by the "ruling class" to retain its power over the universities.

Chile

Campus purges grow as brain drain continues

by Patrick Knight

In spite of the sacking of almost a third of university staff, the suspension of 20 per cent of students, the abandonment of reforms introduced since 1966 and the remoulding of the universities on strictly authoritarian lines by rectors drawn from the armed forces, it appears that the Junta is by no means satisfied with the state of Chile's eight universities.

General Gustavo Leigh, one of the ruling Junta, said at the Catholic University of Valparaiso in October, for example, that "the purges within the universities have not proceeded with sufficient vigour. Many of those who appeared to have changed their attitude have shown that they were merely awaiting a better opportunity to renew their political activities and their subversive work. The task of purging must proceed in a more effective and rapid manner".

In fact, the Junta maintains its particular hatred for intellectuals, and there is no university access. At their November meeting vice-chancellors suggested the introduction of subject-specific entrance examinations. The Federal Ministry has, in fact, just given a grant to a team of psychologists at Mannheim University to develop such tests for medicine and dentistry. These will be ready in 1977.

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It is left to see, however, how room could be found for thousands of additional students in view of the present shortage of capacity—unless this problem has been vastly exaggerated by the universities themselves.

Norway

Africa gets most HE aid

from Mike Duckenfield

STOCKHOLM

Zambia, Kenya and Tanzania received 25.7m Nkr (£2.3m) for educational development, including £360,000 to the University of Nairobi, as part of last year's Norwegian overseas aid programme.

The annual report of NORAD, Norway's international aid agency, reports that large sums were also spent in funding a department of forestry at the University of Dar es Salaam and a department of agriculture at the University of Zambia.

The largest single sum of education aid went to Zambia, where Norway is contributing one-third of the cost of extending and modernizing four teacher-training colleges, 12 agricultural schools, two institutes for the training of public health workers and 61 secondary schools as part of a six-year programme.

In addition, 414 NORAD fellowships were awarded to students from 40 countries and a 34.2m-Nkr (£3.1m) Tanzanian institute of management was agreed for funding with Denmark. Norway, which already spends more than twice as much per capita on aid as the United States, is to more than double its gnp allocation to 1 per cent by 1978.

Adeline Hartcup on 10 years of Lucy Cavendish College for women, a possibly unique institution

Centre of mature excellence

Lucy Cavendish, the fourth and newest Cambridge college for women, is—certainly nationally, and probably internationally, too—unique. Founded 10 years ago, it is the only college in a residential university in this country whose main function is to enable mature women to read for university qualifications and to undertake advanced work or research.

There are many reasons why women who did not take a university course at the usual age may be glad of a second chance. Some want to come back to academic or professional life after years of looking after young children or older relatives.

One third-year undergraduate at the college this year had been a primary school headmistress until her mother died and she felt free to apply to Lucy Cavendish, where she is now reading for a history degree.

Another, a mother of four children, has no O or A levels. With a mature student state scholarship awarded by the Department of Education and Science to oiling candidates without formal qualifications, she is reading for a degree in sociology and anthropology. Before coming to the college she had been deeply interested in cave exploration at Royston, Hertfordshire, where she lives.

In two cases husbands and families have moved to Cambridge to enable their wives to take up research fellowships at Lucy Cavendish.

Of course, universities have accepted mature students before. Ruskin College, Oxford, Birkbeck College, London, and the University of Sussex have all attempted to meet their needs. But at Lucy Cavendish no one has come straight from school. Senior members, undergraduates, members' children and visitors all come together informally in common rooms and dining room, and there is a remarkably friendly, egalitarian atmosphere. Mature students do not feel freak exceptions in the hurly-burly of younger undergraduates with very different patterns of living and learning.

Lucy Cavendish students have experience and motivation, and have achieved some impressive results. The college's first batch of undergraduates took their finals last summer and did well. There seems to be no reason for older students' fears that they may be less able to learn than school-leavers; and they are welcomed in mixed-age seminars for the boost they give to all-round participation.

In its first 10 years the college has enabled a number of women to gain higher Cambridge qualifications. Its members have teaching commitments in every undergraduate college in the university, and 19 have been elected to fellowships at other Cambridge colleges. It has brought 10 research unit members into the university community, and has provided other universities with a professor, as well as six teachers and research workers.

The 22 founding fellows had been members of an unofficial group which for 14 years had brought together women who, though working in Cambridge, were not fellows of a college. They contributed to the founding of New Hall, the third women's undergraduate college in Cambridge, and offered hospitality and guest membership to senior academic women from overseas on visits to Cambridge.

The original group also put forward the idea of a collegiate society which could be formed by a small nucleus of university people without the benefit of an endowment or large buildings. This led the university to introduce a new category of institution, the "Approved Society", to allow "a less formal and more experimental character than is implied by an 'Approved Foundation'".

So in 1965 Lucy Cavendish Collegiate Society was recognized by the university. It was named after Lucy (1841-1925), wife of Lord Frederick Cavendish, who was born a Lyttelton, and was a pioneer of women's education, sister of an eminent Eton headmaster, and both daughter-in-law and sister-in-law of chancellors of Cambridge. The college's objects were "to advance learning, education, religion and research among graduate students and research students in the university."

As soon as it was recognized, the college opened its doors to graduate students reading for higher Cambridge degrees or other qualifications. In 1970 it admitted its first students reading for the new degree of Bachelor of Education, and the first mature undergraduates (over 25 years of age) arrived in 1972. About half the college's present members are married and live locally; unmarried members are resident, and come from all parts of the country and overseas.

After the original group became founding fellows and Dr Anna Bidder was appointed president of the college, things moved quickly. Women who were teaching for other colleges or doing research, but who were not fellows or sometimes even members of any college, became senior members of Lucy Cavendish. Research and other graduate students were provided with relevant tutorial supervision.

In 1967 a £115,000 grant from the Calouste Gulbenkian Foundation led to the award of six research fellowships and studentships, followed by 20 more in the next four years. These enabled the college to attract able women from the whole country. A further 13 awards have been made from a second grant of £15,000 which the foundation made in 1972.

In 10 years the college has grown from two small office rooms to three generous Victorian houses, in pleasant gardens. Starting with a capital endowment of £3,000, it has managed to reach its present complement of 180 members through their generosity, as well as that of their friends and of various Cambridge colleges (particularly St John's). There have also been valuable grants, notably from the Barrow and Geraldine S. Cadbury Trust, and the Calouste Gulbenkian Foundation.

Lucy Cavendish has always acted on the principle that helping people is more important than acquiring impressive buildings. But the time has now come when capital funds must be sought outside the town and university of Cambridge. Bursaries are urgently needed for older students who are not eligible for standard grants from local authorities and research councils. Until now the college has depended for its administration mainly on the generosity of pioneers working for a fraction of their appropriate salary. Funds are now needed to pay professional rates.

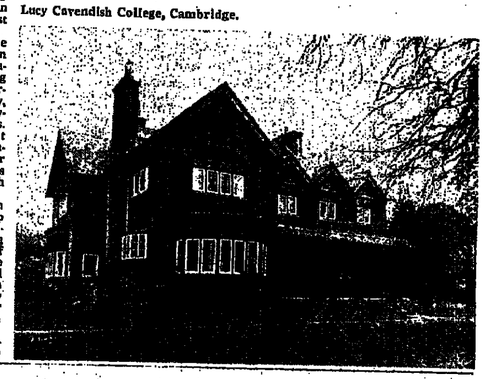
If Virginia Woolf were writing "Three Guineas" today, she would enjoy comparing Lucy Cavendish's modest £3,000 original endowment with the £3m and £10m which launched Churchill and Robinson colleges respectively.

How many people outside Cambridge—even at other universities—have heard of Lucy Cavendish? Even so, there are some four applications for each available place there. (At present there is a statutory limitation to 50 undergraduates, which means an annual intake of 17 or so.)

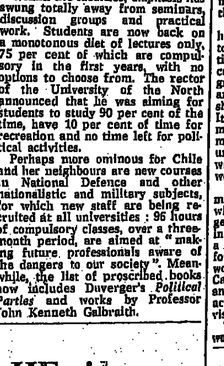
Dr Kate Bertram, the college's president, a distinguished zoologist who has partnered her husband in field studies and surveys in several continents, would like to admit more graduates. At present, numbers are limited only by lack of sufficient research grants for older candidates.

How would Dr Bertram like things to develop in the college's second 10 years? Of course she hopes Lucy Cavendish will carry on as vigorously as ever, and will go on being something of a co-ordinating centre for all mature students at Cambridge.

It may also become a prototype for further colleges, so that eventually other universities can offer older women similar opportunities. The need is real and will continue. The sympathetic way it has been met at Cambridge is due to the generous enthusiasm of all concerned, and to what the college reverers as the "pioneer fervour" of its founders.



Lucy Cavendish College, Cambridge.



General Pinochet: no let-up.

'Ecomaps' of Britain are survey's aim

A major survey will be launched next year by the Institute of Terrestrial Ecology, aimed at producing "ecomaps" of Britain.

This was revealed in the Institute's first report published last week. The ITE was founded in November, 1973, as part of the Natural Environment Research Council, when the Nature Conservancy Council became independent from NERC.

The survey will use methods developed by NERC's Experimental Cartography Unit to standardize data on animal habitat and vegetation, previously gathered by a variety of sampling methods.

The report emphasizes that ecological understanding is not merely concerned with conservation, but contributes to land use policy generally. In particular, it may be possible to achieve higher food production by manipulating the ecological balance in poor soils.

The report details about one-fifth of the 400-odd projects in operation. Among the upland ecology studies are the effect of grazing on moorland and studies of the red grouse and red deer in Scotland.

ITE is investigating the effect of hedge removal on wild-life in the lowlands, and the effects of pollution on various creatures. Their laboratories in Edinburgh are studying the growth and reproduction of trees.

An area of increasing importance is the prediction of "environmental impact"—the ecological effect of development. ITE undertook an analysis for the Department of Environment of the probable effects of the projected third London airport at Maplin, in conjunction with the Nature Conservancy Council and others. They have done similar studies in the Shetlands and other areas.

John Ross

THE TIMES HIGHER EDUCATION SUPPLEMENT
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Lèse-majesté

Are vacations really necessary? Perhaps, in this age of belt-tightening or, to put it more formally, of economical use of plant, universities ought to stay open at Christmas. Think of the boost it would give to staff-student relations and to the intimacy of an academic community if lecturers and students could enjoy their deficit-financed turkey and plum pudding together and then sit back to await the vice-chancellor's Christmas day message on the closed circuit television. Such a message ought to be as bland and uncontroversial as the Queen's traditional address. Yet would a vice-chancellor be able to avoid, even while keeping within the proper format, just a hint of the rebarbative?

"Good afternoon. My bursar and I would like to wish you all a very merry Christmas. This is the time of the year for giving thanks, for remembering our past good fortune. We think, in particular, of our gratitude for the generosity of the University Grants Committee whose kindness has ensured that, in a world where there is so much loneliness, each and every one of us is in contact with 1.2 more students than last year. It is always a pleasure for us, in this great federation of academic communities of which we are but a part, to meet together with the UGC from time to time—and in the years to come (we speak particularly of those from 1977 to 1982) it is to be hoped that we shall have cause to look back with yet more gratitude on those often profitable mutual discussions of the things that we all hold dear.

"Christmas, too, is a time for taking stock, for remembering the things that we have left undone in the past year. No doubt, many of you, sitting comfortably in your armchairs at this festive season, will be reflecting on how you have not always completed those projects for which we have to thank the Science and the Social Science Research Council for funds. Perhaps, also, some of you will think, as you stand back for a time from the activity of your daily lives, of those occasions when we on the senate general purposes committee have lacked the pleasure of your company and your wisdom.

"Then, of course, Christmas is a time for thinking of our families. We thing, first, of our own children whose stockings, thanks to the goodwill of the Departments of Education and Employment, are more than half full this year. We think, second, of our students who have sometimes been moved to petition me regarding the hall of residence fees that many of them so willingly and cheerfully pay year by year. I would like to say how much we welcome those who sometimes come to sit with us in the administration building to exchange views and how much we appreciate the helpful way in which the disciplinary committee has often assisted us in resolving the problems raised during these visits.

"I would also like to thank those who have so kindly assisted us in the deliberations on the meaning and purpose of our lives during the past year. Lord Crowther-Hunt, in particular, has been specially mindful of our welfare and we wish him a most happy Christmas and trust that he will take this opportunity for a prolonged rest after what must have been a specially taxing 12 months for him. And Dr Robert Brockie Hunter, a member of our own academic community, of which we are all equal members, has been most stimulating in his suggestions.

"Finally, my bursar and I would like you all to remember that this is the day for thinking of those friends, relations and colleagues who live many miles from our little community. If any of you are considering speaking to them in the near future, please do so today—at the cheap telephone rates that the Post Office have so kindly introduced to mark this very special occasion. Good afternoon and God bless you all."

Teaching and Co

The concept of "teaching companies" for engineering students, analogous to teaching hospitals for medical students which the Science Research Council and the Department of Industry floated last week, is the natural development of a series of initiatives over the past few years designed to promote better collaboration between industry and higher education. The scheme is contained in the report of a working party under Professor Maunder of Newcastle University. As such, it is to be welcomed, for there can be no doubt that British industry is still failing to attract its fair share of the best talent available, and any development which promises to ameliorate this position deserves serious consideration.

Nevertheless, there must be reservations about whether the "teaching company" concept can really deliver the sought-for advantages. This doubt seems to have been shared by one of the academic members of the working party, Professor S. A. Tobias of Birmingham University, who seems to have been unsure of "the basis and detailed practicability of the working party's recommendations", as the report explains.

It must be said that the working party was a slightly unusual group, even for a research council/department joint effort. Of the seven members, only two, including Professor Tobias, are currently practising as academics.

The new working party appointed to act as a focal point for the first programmes under the new scheme is much better balanced between industry and higher education, and perhaps the most important development is the inclusion of two sociologists, Professor Ray Wild, of the Administrative Staff College at Henley, and Dr Frank Heller, of the Tavistock Institute.

While nothing has been written explicitly into the programme the new working party will undertake it might be hoped that attention would be paid to the sociological and psychological factors which underlie the apparent unpopularity of engineering and manufacturing technology among today's prospective students, at all levels.

It is certainly open to question whether measures aimed at improving the quality of engineers after they finish undergraduate training can do more than slightly adjust the serious position faced by British industry. There are certainly too few good engineers going into industry and too few good managers with engineering backgrounds on management boards.

Much more serious is the pathetically low standard of science and mathematics education in many schools, which means that potentially good technologists and engineers start with a basic disadvantage.

Improvement in the quality of engineers at the management end of the spectrum is one problem, but maintaining the quality and flow of skilled bench workers is just as important, yet as the *THES* showed only a month ago, recruitment to Higher National Diploma courses is seriously below par.

All this said, there is certainly a place for "teaching companies" in Britain, and, no doubt, the more the merrier. But the commitment required of industry should not be underestimated, which is why it is curious that a working party composed chiefly of industrialists should be putting forward such proposals at a time when the recession has forced many companies to cut down on the number of sandwich places offered and when some universities have to send their sandwich students abroad for adequate training.

Curious, but none the less encouraging. But can British industry live up to the lead set by Professor Maunder and his working party?

LETTERS TO THE EDITOR

Stockwell validation

from Dr George Brosan

Sir,—It is interesting that Dr William Taylor (*THES*, December 12) takes, as one of his criteria for defending the position at Stockwell, the fact that the college has been preparing students for degrees since 1968. Some of the polytechnics have been, in their former incarnation, preparing students for degrees for 70 years. This does not seem to weigh very heavily with the Council for National Academic Awards, at least in my experience.

In any case, what is the relevance? What is judged by the CNAA is the submission—not the age of the place. Where staff obtained previous experience is hardly the point.

But facts speak for themselves; Stockwell was validated in a remarkably short time compared to that required by the CNAA —as an example take the course at City of London Polytechnic. Perhaps this means that the University of London has procedures more efficient than those of the CNAA. We shall never know. But the extraordinarily quick approval for 32 degrees, whether the college had had some previous experience or not, must suggest superficiality.

Dr Taylor assures us that this is not so, and one accepts this. But will he tell us if the schemes are available? How much time was spent examining each of the courses? Each of the subjects? In short, was this in fact not an emergency measure to get Stockwell out of a difficulty? All I can say is that in my experience of university and CNAA approvals, that the former is simple compared to the latter. Perhaps it is because the university validates and the CNAA accredits, i e one is concerned with ratification and the other with gaining belief.

As regards the modular structure, one is of course delighted that there is a good amount of common material in the operation of degree schemes at Stockwell. But how many different final awards are made? No one has denied the figure of 32. Is it, or is it not, the number? I know of no CNAA course which would permit the award of several different degrees based on a common scheme.

As far as Professor Brooks (*THES*, December 12) is concerned, will he please tell us from his unique position whether the process at Stockwell was, or was not, shorter than the CNAA procedure? And his argument neatly refutes that of Dr Taylor: the CNAA is new, therefore must take more time while the university knows "its" affiliated colleges.

Dr Taylor says that Stockwell's seven years experience is relevant. But the CNAA, and its precursor, have been around for 20 years or so, and the City of London Polytechnic for the best part of a century. So that in respect of course approvals 20 years is not advantageous (Professor Brooks) but seven years is (Dr Taylor). Both cannot be right.

Dr Taylor has not commented on vocational relevance, and Professor Brooks has made the by now well-worn point about polytechnics and humanities. As I have said elsewhere, universities stand for the nurturing of apprentice scholars and polytechnics for the nurturing of apprentice industrialists. In the present economic climate I would have thought that the case for the latter was strong; indeed, again as I have said elsewhere, it is the neglect of this industrial position, as further exemplified by Professor Brooks's contribution, that caused the polytechnics to come into existence.

The answer to Professor Brooks's last paragraph is that if the University of London had been willing and able to look after the needs of people and industry in the East End, NELP would never have come into being.

Yours faithfully,
GEORGE BROSAN,
Director,
North East London Polytechnic.

from Valerie Pitt

Sir,—It is hard and surely unfair to Stockwell's staff and students that any one college should be singled out in a controversy about the validation of degrees. Yet that, unwisely, is what Dr Taylor wanted. "Be specific", he said, and Dr Brosan was. *He* can't complain.

It's difficult however to believe that Dr Taylor was unaware that the university validation of BA courses in colleges of education is causing us all a certain anxiety. It's the skeleton in the higher education cupboard. There is no need to be specific, to identify colleges, in order to put flesh on it.

Not only Stockwell but a number of colleges advertised degree programmes, covering a subject range as wide as that of a medium-size university and all validated in the last 18 months. Most of them are magnificently equipped in terms of buildings, audio-visual aids and so on but their libraries, for instance, are known to be inadequate and the second qualification of most of their staffs is, rightly, in education rather than academic research. An outsider, like Dr Hampson, might well raise his eyebrows and wonder.

Moreover, one of the programmes has a disquieting history. There is a college which submitted a multi-disciplinary course to the CNAA the year before last. Because it was multi-disciplinary it was considered by up to 100 or so academics within the CNAA's network.

The visiting party which went to the college included people from colleges and institutes of education, universities, polytechnics and professional bodies: they were practised in a variety of disciplines and most of them were very experienced in the design and running of undergraduate courses.

Their decision not to validate the course was unanimous. Still, within nine or so months of this decision that college was offering 16 degree combinations under the auspices of the University of London. It could be that the university knew, or thought it knew, the college but I was on that visiting party and a mere respect for the judgment of my colleagues makes me doubt that easy explanation.

Nevertheless I do not cast the universities as the villain in Dr Hampson's and Dr Brosan's piece. The colleges have been forced to diversify under threat and are, in fact, inventing degrees in a whirl of anxiety, almost panic, which is not an ideal condition for academic planning.

They and their validating bodies are simply coping with the consequence of DES bungling. Dr Taylor's lofty refusal to recognize the problem Dr Hampson mentioned is not, perhaps, the most helpful contribution to our situation.

Yours sincerely,
VALERIE PITT,
School of humanities,
Thames Polytechnic.

Le Fevre facts

from Mr Stewart Cook

Sir,—Your report (*THES*, December 12) of the proceedings of the Senate of London University in which it was decided "not to renominate Professor A. J. Lefevre" contains several inaccuracies. To begin with, it is E. J. Le Fevre. Whatever his faults or virtues, we can at least get his name right.

Secondly, your statement that "a row broke out" is wholly untrue. There was debate but nothing which could be described as a "row".

I do not know why you could not be told the voting figures. The decision not to renominate Professor Le Fewe was carried by 27 to 13.

You quote Professor Le Fevre himself as saying "it is the first time that one of these renominations has been challenged". He is perfectly correct. The senate renominates considerable numbers of people every year without comment or discussion. The list of university members of governing and other bodies runs into hundreds and takes up 16 pages of the University Calendar.

However, in the case of Professor Le Fevre, the senate was faced with the fact that a number of members of the university, including several teachers at the Polytechnic of North London, had written in to lodge strong objections to his reappointment. Clearly these had to be considered. It is also the first time that any such objections have ever been made to a renomination of this kind.

At its meeting, members of the senate were enabled to read all the letters concerned, including several in support of Professor Le Fevre and including a communication from Professor Le Fevre himself.

Lastly, it should be stated that the decision of the senate involves not the slightest reflection on his integrity or character. Nobody doubts his sincerity in the matters under dispute. But the majority of the senate clearly doubted his judgment as exercised in the unhappy affairs of the Polytechnic of North London.

Yours faithfully,
J. STEWART COOK,
37 Frances Road,
Windsor, Berkshire SL4 3AG.

Computer teacher

from Mr David Holbrook

Sir,—I wonder if your readers in education noticed a recent fascinating article in *The Times* business pages, on technology and education? Mr Kenneth Owen reported some comments by Mr Richard Hooper, director of a development programme for computer assisted learning.

After some preliminary remarks, it was admitted that "Stanford University's celebrated computer-assisted instruction course in Russian was closed down a few years ago . . . because it was costing three times as much as traditional methods." Yet despite this bitter experience, apparently, "Cost effectiveness in education can be increased only by lowering the teacher/student ratio and by reducing the requirement for educational buildings. . . . The computer might help to do both, but would be resisted by the educational establishment."

The "educational establishment" would surely, naturally resist any attempt to substitute a computer for a teacher, because there are tacit elements in educational relationships, which are the basis of learning and knowing. It could, I believe, be argued with a great deal of philosophical backing, that there are important dynamics in all education which belong to human inter-subjectivity. To reduce teacher-student ratios is to do great harm to these processes, and promotes ineffectiveness.

It is a foolish delusion to suppose that machines, however excellent, can become substitutes for teachers, or promote efficiency except in certain specific spheres, where computers might be used as tools.

But the next phrases which followed were surely most sinister: "Education is clearly a large and virtually untapped market for the computer manufacturers. If educationists do not decide on their use of the computer, *it will be decided for them by the powerful manufacturing interests*".

These interests will, no doubt, decide that education, too, should go in for mastodon and useless waste, like Concorde, will they?

The salesmen will decide on educational spending policy, will they? A "pop" impresario once said of today's children: "It's not that their tastes have changed, it's that we have changed their tastes for them".

Now, presumably, methods in higher education, are to be decided in the same kind of process, just as other forms of culture have been trampled into untruth and debasement, by the "powerful interests" of the international juggernauts? There was no reply to this article in *The Times*.

Yours sincerely,
DAVID HOLBROOK,
Madingley,
Cambridge.

more letters page 13

Race as a cultural concept


The new brotherhood of man (and woman)?

Despite claims of 'goodwill to all men,' Edmund Leach suggests that religious and social differences have traditionally been the roots of racial prejudice

All concepts are cultural products, but concepts have very different degrees of objectivity and therefore of "translatability". If you are trying to convey the meaning of the word *swan* to a foreigner who knows no English, the shortest, and indeed only effective means of achieving that end, is to produce a specimen of the bird in question and give it a name.

But *race* is not a word of that sort; there is no class of material "thing" in the world-out-there to which it can readily be attached as a means of identification. Nevertheless this kind of word plays an important part in all natural languages. The word *race*, in English, belongs to the class of "category words", words like "kind" or "sort" or "class" or "type" or "variety" or "species", or, indeed, "category" itself.

The historical etymology of such words is often significant. For example English *kind* is related to German *kind*, a child, and to English *kindred*, relatives. Things which are of one *kind* are interconnected by multiple ties as in a family.

In the language of the Kachins of North Burma, among whom I was once engaged in anthropological fieldwork the nearest equivalent of English "kind" was *amyu*. If, for example, I wanted to ask "What kind of tree is this?", or "What kind of bird is this?" I had to ask what was its *amyu*.

Now the base meaning of the word *amyu* is what anthropologists call a patrilineage, a collectivity of persons who trace descent from a common ancestor through male links only. So it would seem that the English and the Kachins have a different ultimate conception of how things in the world should be sorted out.

The English lump things together because they are "kinds", related to one another in a network but not necessarily descended from a single common "ancestor"; the Kachin divisions of the world are much sharper, "things" are related to one another in segmentary hierarchical trees like botanical species in a formal system of Linnaean taxonomy.

Hierarchy, in this sense, is that employed by Euler, the more inclusive category "encompasses" the less. Thus in botanical taxonomy, an *order* of plants encompasses a number of *families*, a *family* encompasses a number of *genera*, a *genus* encompasses a number of *species*, a *species* encompasses a number of *varieties*.

Botanists would like to believe that the segmentation of their hierarchical tree reflects the actual historical evolution of the independent species, but the utility of the taxonomy is, for most purposes, quite independent of whether the postulated "descent" of particular species does or does not correctly represent historical facts.

The same principle applies to "folk-taxonomies" of all kinds. Their utility does not depend upon how accurately or inaccurately they reflect the historical facts of evolution.

Category words such as I have been discussing here are commonly rooted in analogy. I have given two examples. English *kind* derives from a kinship network analogy; Kachin *amyu* derives from a unilineal descent group analogy; but there are many other possibilities.

For example, English *class* carries with it a strong overtone of rank order. Classification as such may purport to be "neutral" but as soon as the named classes are placed in order . . . 1, 2, 3 . . . an implication of superiority and inferiority creeps in.

A first class degree is better than a third class degree; the Registrar General's Social Class I is not only different from, it is superior to Social Class IV, and so on. On the negative side, if two things A and B are placed in the same class this does *not* carry any implication that they are genetically related.

So what about the category word *race*? The etymology and primary analogy is quite obscure. The word is a version of the Italian *razza* which reached English by way of French. However, the modern dictionary definition is that a *race* is "a group of persons or animals or plants connected by common descent . . . genus or species or variety of animals or plants. . .".

In other words the usage recognized by the lexicographers is very close indeed to that implied by the Kachin term *amyu* and by the hierarchical classification of traditional Linnaean botanical classification. But it is quite a different usage from that implied by the English words *kind* or *class*.

The point of this observation is that, throughout the world, hierarchical, segmentary classifications of this *race-amyu* type are very common; folk taxonomies everywhere very frequently use the segmentary hierarchy of (human) unilineal descent groups as a model to convey both the relatedness and the differences between one "thing" and "another".

Hierarchical "trees of descent" of this kind were developed long before, and quite independently of, any scientific theory of evolution, and all post-Darwinian attempts to restrict the concept of *race* to a strictly genetic meaning have been contaminated and confused by this circumstance. The confusion has several sources.

First, all folk-taxonomies which employ a "racial" hierarchy for the categorization of things and species embody the *idea* that the more restricted, more specialized, categories are "descended from" the encompassing more general categories higher up the hierarchy, but this is "a manner of speaking" rather than of historical fact.

Secondly, the "unilineal descent system" structure of segmentation which this "manner of speaking" presupposes is an extremely bad approximate model for the complex process by which (according to modern post-Darwin, post-Mendel, evolutionary theory) species are supposed to be differentiated through time.

But the most serious confusion of all arises from the circumstance that whereas scientific terminology tries to be precise, *race*, in common usage, is an extremely general term which can be used for any "genus, or species or variety of animals or plants". Such vagueness automatically precludes any serious discrimination between the notion of *species* and the notion of *variety*.

Modern man is, however, without any question at all, just one species, and a species at that which is exceptionally polymorphic in its genetic constitution.

If we use the word *race* in *scientific* discourse, racial difference *must* refer only to a "breed" or "stock" or "sub-species". Races are distinguishable *varieties* of a single species all of which are known to interbreed.

But, unfortunately, "common usage" leads ordinary people to think that different races of man are different *species* rather than different *sub-species* and hence that cross-breeding between individuals of different racial stocks is somehow contrary to nature.

This attitude is compounded by the Judaeo-Christian background of most Europeans. In the world as a whole, hierarchical taxonomies of the "race" type . . . for example the Kachin use of *amyu* which I have mentioned already . . . usually serve to categorize humanity into *exogamous* groups. The basic rule is that "I shall *not* mate with a member of my own 'race' (descent group)".

Exceptionally, in Semitic cultures—of which the Israelites of the Old Testament were an example—"races" (descent groups) are *endogamous* and the basic rule is that "I shall not mate with any individual who is *not* a member of my own 'race'".

Most European cultures lack unilineal descent groups of any kind, either exogamous or endogamous, but they have all been heavily influenced by the ideology of the Old Testament and there is everywhere a deep-rooted belief that, for religious reasons, we *ought* to mate only with members of "our own kind".

Christian sects, whether of the "right" or of the "left", have a strong tendency towards endogamy. Catholics marry with Catholics; Quakers with Quakers. It is important to appreciate that *all* religious prejudices of this kind are racialist in their implication, and vice versa that *all* race prejudices are religious.

The set of values which makes many white-skinned English nationals feel that there is something immoral or unnatural about a member of the "white race" mating with a member of a "black" or "brown" or "yellow" race has religious rather than psychological roots.

This poses an historical question. How universal is race prejudice? Non-rational religious evaluations occur in all human societies; how often do they include evaluations about race? The answer to that question could have physical as well as social implications.

If mating discrimination on the basis of skin or hair colour or other "obvious" physical characteristic has frequently occurred in the past, and over prolonged periods of time, it is possible that, in some cases at least, the discrimination could itself have been a factor which has led to the reinforcement of incipient racial distinctions. Is there any evidence on this point?

Not a great deal, and most of what there is is negative. Until the very recent development of scientific genetics and knowledge of blood group differences, the only way that supposed human races could be distinguished was by very crude physical criteria, for example colour of skin and eyes and hair, stature, hair form among the living, skull shapes and so on among the dead.

Now in folk taxonomies the colour of real or imaginary characteristics is very frequently used for purposes of social classification. Here are some random examples: the four major formal divisions of traditional Indian society—Brahmin, Kshatriya, Vaishya, Shudra, were known as "colours" (*varna*).

The Lolo people of West China distinguish their aristocrats from their commoners as *black boned* versus *white boned*. English aristocrats have claimed to be *blue blooded*. The convention of Ancient Egyptian painting was to show free born Egyptians in reddish brown and slaves in black.

Clearly such conventional distinctions cannot be automatically interpreted as symptoms of colour-bar prejudice. In Lolo ideology *black* is superior to *white*, but black boned Lolo are physically indistinguishable from their white boned neighbours.

But perhaps we should infer from Egyptian painting styles that the "blacks" in Egyptian society formed an underprivileged "racial" minority as in the contemporary United States? I doubt it, but it is certainly possible.

On the other hand, in the formative period of European civilization, systematic colour-bar prejudice of this kind could not possibly have operated as a general phenomenon.

From the 5th Century BC through to the 16th Century AD very large sections of the populations inhabiting the coastal regions of the Mediterranean were in slave or serf status, but the people in question were of the most diverse ethnic origin and the political relationship between the different ethnic groups was constantly changing.

For most of the period a high proportion of the slave class must have been of much fairer complexion than their owners. For example, the Mamelukes were originally fair-skinned Circassian slaves, and even during the period 1250-1517 when they were the rulers of an extensive empire based on Egypt the Mamelukes other than the ruling sultan, were technically of slave status.

What I am arguing is that in any human society in which social stratification develops in such a way that there is a privileged ruling class lording it over an underprivileged working class, the ruling class is likely to develop mating patterns which would have the effect—if they were consistently followed—of turning the members of that class into an inbred aristocracy, incipiently "a race apart".

The evidence suggests that, in practice, such endogamous conventions do not have any obvious practical effect; in one way or another too many individuals manage to break the rules. But where such rules exist—i.e., wherever there is a convention that the aristocracy *should* be endogamous—we have a potential seedbed for race prejudice.

Whether that potential becomes actual depends on further factors which none of us fully understand. The probabilities seem to be that if, on account of some recent pattern of immigration, or other historical circumstances such as slavery, colonization, or conquest, any substantial section of the subordinate working-class group is readily distinguishable in appearance from their rulers—either because of customs concerning clothing or because of real physical difference—then that visible subordinate group is likely to become the target of race prejudice on the part of the rest of the society.

The social function of the prejudice, which may or may not be fully perceived by those who exercise it, is to inhibit the social mobility of those against whom the prejudice is directed and to ensure that they remain an identifiable group "at the bottom of the stack".

Anatomical difference is a convenient rather than a necessary component of race prejudice. There have been many historical instances in which the focus of hostility was a difference of custom rather than a "real" difference of physique, such as skin colour.

But in *any* situation of race prejudice, the essential *idea* is always that the subordinate group, which is to be deprived of the full social rights of "people like us", constitutes "a breed apart". If it so happens that the members of the group in question actually look different physically then this provides a focus ready made and makes it all the easier to preserve the prejudice.

Whether the prejudice eventually dissipates itself through social integration or is perpetuated indefinitely from generation to generation depends on the structure of the social system as a whole rather than on the continued existence of any visible stigma.

The *burakumin* of Japan have been treated as a race apart and confined to a ghetto type existence for well over a thousand years, but they look no different from anyone else.

Compared with that dismal story our own recent social history suggests a more favourable prognosis. Contrary to our own self-image we are a most intolerant society, and the periodic outbursts of persecution against Jews and "aliens" of all kinds do us no credit at all.

But there have been a number of occasions during the past 500 years when London, in particular, contained large visible "coloured" populations which were temporarily the object of venomous discrimination. The fact that in most cases these groups somehow disappeared after a few decades is encouraging.

More recent history points in the same direction. Twice during the past century there has been a large influx of population from Poland and the former Baltic states into Great Britain. The first, at the end of the nineteenth century, was mainly Jewish and for 50 years the social problems connected with their assimilation was perceived by the general public as a problem of "race".

Anti-semitism is still around in this country but no one, I imagine, would claim that it still lies at the heart of our "race problem". The second wave of Baltic immigrants came here during and after the last World War and they seem to have melted into the social landscape without arousing racial hostility at all.

The point is, I suppose, that because a high level of social mobility is the norm rather than the exception in British society, any under-privileged minority quite quickly tends to lose its self-evident identity.

A Jew of Polish origin, or the grandson of a Latvian can only be recognized as such if the individual concerned chooses to declare himself. But a Sikh who wears a beard and a turban, an Indian woman who wears a *sari*, and a West Indian with a dark skin can be recognized at sight.

That is where the English folk-concept of race now finds its focus, but since a very large part of the "visibility" of the people concerned depends upon custom rather than anatomy this particular set of associations could well be transitory. We simply do not know.

Incidentally, as the examples I have already cited indicate, race concepts in folk taxonomy have a marked tendency to be bi-polar. For the ancient Egyptians men were free or slave, red or black. Admittedly contemporary South Africa distinguishes white, black and coloured, but for most purposes the coloured category gets pushed down into the black.

And so, too, with ourselves. However complex the facts of the case may be, we manage to reduce it to a binary opposition "black" versus "white". The expression "black immigrant", like the word race itself, is so marvellously elastic that it is made to include people of West Indian, Indian, Pakistani, Chinese and African ethnic origin, many of whom were born in this country anyway.

Discussion of genetic and other forms of scientific evidence leads to the conclusion that while race difference is a manifest fact which can be objectively measured either by a study of morphology or a study of genetics, races as such are arbitrary entities with no "objective" existence at all. This is because morphology and genetics leads us to divide up the continuum in quite different ways.

We can now say the same sort of thing about our use of the *concept* of race. We use the concept to discriminate a variety of different sorts of previously existing social collectivity, but we are able to do so only because the isolate concept *a race* has no explicit "objective" meaning whatsoever.

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An extract from a contribution to Racial Variation in Man *(ed. F. J. Ebbins, the proceedings of a conference published last week by the Institute of Biology, and distributed by Blackwell Scientific Publications at £9.50.*

BOOKS

Combative poems

A Map of Misreading
by Harold Bloom
Oxford University Press, £5.25
ISBN 0 19 501 874 5

"We begin to live", Yeats declared, "when we have conceived life as tragedy". Professor Bloom's reading of poetry depends upon the assumption that "every poem we know begins as an encounter between poems" and that the encounter aspires to the condition of tragedy. Strong poets are tragic heroes, and what they suffer is the anxiety of influence, the appalling doom of belatedness. Strong poems gain their strength by wrestling with the sorrow of knowing that they are not the first poems ever written; they have to cope, like Kierkegnard's ironist, with the vexation of knowing that their desires are not original.

Bloom first expounded his theory in *The Anxiety of Influence* (1973) and represented the poetic experience in terms of six master tropes: *clinamen, tessera, kenosis, daemonization, askesis* and *apophrades*. In *clinamen* a poet swerves from his fatod precursor, making a last-minute corrective movement in his own poem. In *tessera* the poet writes his poem to complete what his precursor left unsaid and undone. *Kenosis* is an act of discontinuity by which the poet empties himself, humbles his rhetoric, and by the same act humbles his precursor's poem, too, stopping short only of humiliation. In *daemonization* the poet responds to the precursor's sublime poem by declaring a counter-sublime stance in his own favour. *Askesis* is self-purgation, a deliberate restriction by which the belated poet voids some of his own possibilities so as to separate himself from his precursor, choosing to stop at a certain point along the precursor's way. *Apophrades* is the act by which the poet holds his poem open to the authority of its precursor: in the grandeur of his goodwill the later poet welcomes what he could not in any event exclude, the imperative of the precursor's voice.

In *A Map of Misreading* Bloom rehearses this theory with minor adjustments of definition, associates each of his six tropes with a corresponding term in classical rhetoric (irony, synecdoche, metonymy, hyperbole, metaphor and metalepsis), and tests the whole apparatus in a few exercises of practical criticism. These exercises seem to me premature, because Bloom has not surmounted the obvious difficulty, that the more resolutely he applies his six tropes, the more mechanical and reductive the account becomes. His theory is most persuasive in its general bearing; it is not remarkably helpful to the understanding of particular poems.

If Bloom would admit a terminology other than his own, he might agree that his book is a study of tradition and of the ways (or at least one major way) in which a tradition is formed. Milton's "transumptive" style in *Paradise Lost* gathers to itself the diverse voices of Homer, Virgil, Lucretius, Ovid and Spenser. Wordsworth's "Immortality" ode wrestles with Milton's "Lycidas", and Shelley's "Ode to the West Wind" is sung by a poet with both "Lycidas" and the Wordsworth ode in his ears. Emerson is the precursor for Whitman, Emily Dickinson, Wallace Stevens, and the two contemporary poets Bloom especially admires, John Ashbery and A. R. Ammons. Thus traditions are made. Bloom offers a map of those misreadings and misprisions, but it is worth mentioning that the map is really a military historian's map, marking nothing but battlefields. Only contrastive relations are deemed interesting between one poem and another. Poets are strong or weak: strong if they write by wrestling with their angels, weak if they have any more agreeable relation to their angels. Bloom speaks of tropes as defensive weapons, of the "natural" language of the imagination in relation to all prior manifestations of imagination". This relish for warfare has strange results.

Stevens gets a far better press than Eliot, because Stevens is strong and Eliot, apparently, is weak. Stevens is engaged in battle with Wordsworth, Keats, Shelley, Whitman and Emerson, but Eliot's relation to Virgil and Dante was not sufficiently combative to arouse Bloom's interest. A. R. Ammons for the same reason is stronger than Robert Lowell because Lowell is merely imitating his masters—Ammons is challenging them. It seems to me a serious limitation in Bloom's sensibility that the only relations which interest him as a critic are militant. I cannot see that it is more reasonable to speak of tropes as defence mechanisms than as solicitations, wooings, mating-calls, speculative and visionary instruments. Bloom is far more interested in Milton than in Shakespeare, apparently because Milton had Spenser to subsume and Shakespeare had only Marlowe, a precursor not worth challenging.

In some respects the most illuminating pages of *A Map of Misreading* are those in which Bloom swerves from his main argument to comment upon a contemporary emphasis in criticism. His heart is in the oral tradition of poetry, and it is congenial to him to refer to poetry as invocation, divination, vocation, prophesy and so forth. So he rebukes those critics, especially Jacques Derrida and Michel Foucault, who takes *écriture* as the primal act and replace the poet's voice by a capitalized Language. He also rebukes those critics, including Heidegger, Lacan and their ephebes in structuralism, who ascribe to Language what he and other sound men ascribe to the thinking subject. I applaud Bloom's critique, but I do not think he is wise to assert that "poetry is a discursive and not a linguistic mode". He writes of poetry as if it were mostly over by the time the poet has found the words for it. One of these days he will be brought to book on that charge. But I hope some witness will testify to the scale and suggestiveness of Bloom's work. His "antithetical" criticism emerges mainly from his struggle with Freud, his chief precursor: his most reliable adjutants are Vico, Emerson and Kierkegaard.

Denis Donoghue

Piecemeal philosophy

Twentieth Century French Thought
by Joseph Chiari
Elek, £4.90
ISBN 0 236 30900 5

In his preface, Dr Chiari states his intention to provide a critical analysis and speculative exploration of French thought since the beginning of this century. However, it seems that he has also attempted to cater for the need among undergraduates for a concise introduction to a field which, at the time of his writing—before the recent publication of Frederick Copleston's latest work—had not been satisfactorily covered in its entirety. To attempt to reconcile these different aims within the space of less than two hundred pages was, perhaps, over-ambitious, and has resulted in an uneven, though often interesting book.

Most of the major philosophers, from Bergson to Foucault are covered, though Maritain and Simone Weil receive only token inclusion, while those thinkers judged to be less original, such as Blondel, Wahl, or Mounier, are omitted. The approach is similar to Bertrand Russell's in his *History of Western Philosophy*: a long introduction emphasizing the continuity of western thought and its relationship with social, economic and scientific developments; a similar process of selecting the most important figures, discussing their philosophic systems individually, but adding a number of linking sections to give an overall perspective.

Chiari is at his best when writing a straightforward expository analysis of a philosopher whose work he admires—for instance Merleau-Ponty, Gabriel Marcel or Teilhard de Chardin. But in chapters where the element of critique predominates, the result is often less satisfactory. In these, Chiari's apparent disdain for balance and fairness is again reminiscent of Russell, but whereas the latter's verve of style rendered his arguments more palatable, Chiari tends, at times, to indulge in abstract terminology, sweeping generalizations and philosophical name-dropping. His treatment of Sartre's work, in spite of some well-argued points, is too blatantly partial in its emphasis of the negative, contradictory aspects at the expense of the positive: 25 pages of near-polemic against the early works, as compared with a cursory one and a half pages on his later development in the *Critique de la Raison Dialectique*, can hardly be justified merely by stating that the latter is "more laboured", and its examples "hard to follow".

The same is true, to a lesser extent, of his approach to Althusser, Foucault *et al*. It is not so much that the criticisms are invalid—on the contrary, they are often extremely apposite—as that the philosophers' ideas are presented in such a piecemeal way, for immediate refutation, that the reader, besides being coerced, gains only the most fragmented picture of the philosophy itself. If the book is intended for a readership with little knowledge of the systems of thought involved, then this technique is inappropriate.

Nevertheless, although one might be wary of this work as a textbook, it has much to offer in other ways. Chiari has worthwhile observations to make on all of the philosophers included, notably in defence of Bergson against the old accusations of irrationalism and anti-intellectualism. His view that the philosophical landscape is not practically bare, and the horizon empty, may well be contested, but whether one agrees with his conclusions or not, the book should undoubtedly act as a stimulus to further reading of the original texts.

Chris Flood

Instinct with passion

Frank Wedekind
by Alan Best
Oswald Wolff, £2.50 and £1.50
ISBN 0 85496 054 6 and 055 4

With Wedekind's collected works running to nine volumes, this study, being short, is necessarily very selective. It aims "to illustrate the characteristic themes and techniques of Wedekind's work"; a few are discussed in detail and Dr Best's hope is that the reader should "be able to approach other works by Wedekind with greater confidence and an awareness of the aims and preoccupations of the author". He was wise to approach his task in this way. The close factual aspects are well provided for in Kutscher's three-volume study of Wedekind. What is now needed, especially for an English public, is a treatment highlighting well chosen but significant aspects and calling for boldness of judgment. Best's book, within its self-imposed limits, meets this requirement excellently. Moreover, a more or less detailed analysis of Wedekind's plays inevitably runs the risk of becoming boring, partly because their effect on the stage necessarily loses a lot in the telling, and also because in any account of a number of his plays one after another, one becomes aware, notwithstanding the differences, of a repetitiousness of theme. So Best's method is admirably suited to the purpose, and it is helped by a lightness of touch, an entertaining style of writing, and a telling economy.

What does not come through—could hardly be expected to in so short a book—is the genius of Wedekind wrote. This would have involved considerable discussion of the larger literary scene (including—though this is briefly referred to—Wedekind's relationship to expressionism) and also, for example, of the bohemian cabaret scene in Wedekind's day. The careful reader, however, will be able to derive a very true picture of Wedekind, of his tensions and contradictions. He had a "strongly humorous streak" and yet is remembered for his attacks on bourgeois morality above all by reference to his constant theme of sex. He was a secure, oversensitive and highly private life "battled against impotency"—and yet passion and instinct were among his main motifs. At the same time "there is no warmth in Wedekind's work because very few characters have the capacity to show or feel it". Then indeed, lies his weakness. Unable to achieve a harmonious relationship with its demands, to "give and take", they "confront each other in more or less open conflict"—like elements within Wedekind himself. This indicates the limitations of his appeal, in spite of the publishers' reference to the "resurgence of interest in Wedekind at this time".

R. Hinton Thomas

Be not faint-hearted

A new edition of Walter Farrell's commentary on the *Summa Theologiae* of St Thomas Aquinas, with each volume divided into two parts, is available from Sheed and Ward at £20.00 for the set of four volumes (eight parts) and £5.00 for each volume (two parts). Thomas Gilby OP has written new introductions to each volume.

The *Summa* itself can be read in English and runs to sixty volumes. Farrell's edition, for the faint-hearted, is a recapitulation of the whole work in a continuous form. In Farrell's words, it is not "intended for the very learned" or for a textbook". His purpose is to give "a rational defence of his faith for the ordinary Catholic and for open St Thomists to the layman who has no professional philosophical or theological knowledge".

Primacy of the perceiving self

Defoe and the Novel
by Everett Zimmerman
University of California Press, £4.80
ISBN 0 520 02688 8

Defoe's Narratives: Situations and Structures
by John J. Richetti
Clarendon Press: Oxford University Press, £7.75
ISBN 0 19 812067 2

The structure of these two books is very similar: an introductory chapter followed by a close analysis of each of Defoe's best-known novels in turn, from *Robinson Crusoe* to *Roxana*.

Zimmerman claims that he is going to discuss Defoe in the context both of the major satirists of the period and of other eighteenth-century novelists. This is very misleading. Crusoe is related briefly and unhelpfully to Swift's Aeolists, and the chapter closes with the undeveloped suggestion that he is the kind of figure who is the butt of much of the satire of Swift and Pope. The only other reference to the satirists in the analytic chapters consists of a strained attempt to relate Roxana's frame of mind to *A Tale of a Tub* and *The Dunciad*. Richardson is mentioned twice in the book, Fielding and Smollett once.

The introduction is disjointed. The problem of personal identity in Locke and Hume is raised at some length but not pursued in relation to Defoe. The final paragraph too briefly posits a development in Defoe's irony which forms the main connecting link between the following analyses.

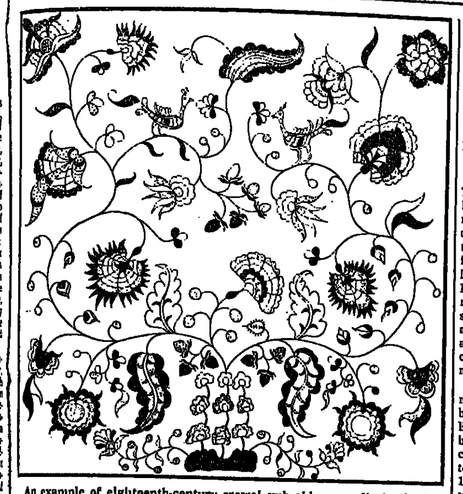
The analyses are better. The chapter on *Robinson Crusoe*, for example, interestingly relates Crusoe's obsession with fortification and possessions to his use of religious conceptions, seeing both as compulsive attempts to subdue his destructive impulses. Some disjunction between Crusoe and Defoe is argued, but the relation is not seen as an ironic one. Where he does see some form of irony, Zimmerman is often illuminating but not always in full control of his arguments. In *Moll Flanders*, for example, his distinction between the three levels of Moll the actor, Moll the narrator and Defoe the ironic observer of both, facilitates some sensitive analysis of passages early in the book. But although he acknowledges that at a crucial stage in Moll's history the distinction breaks down, he does not always demonstrate it where he evidently assumes it stands.

Richetti's is a much more rigorously argued and stimulating book. Although he readily concedes the value of recent studies of Defoe which have emphasized his moral and religious thought, he argues that the novel as a genre tends to convey the apprehension of life as an object of experience rather than of knowledge in any abstract sense, and that in Defoe in particular personal experience is an ultimate category which must precede ideology. He presents a Defoe immortant not so much as a psychologically perceptive observer or profound moral commentator but as a portrayer of the self establishing its primacy as the perceiver and guarantor of reality. His approach allows him to acknowledge that beside the work of greater novelists "Defoe's books are sloppy and opportunistic affairs" yet to demonstrate a coherence in them which lies beneath the consciousness or explicit intention of both the narrating characters and the author.

Although he suggests in his introduction that his procedure supplies a method rather than a thesis, the distinction is not always easy to hold. In his discussion of *Moll Flanders* he can make the interesting point about the Newgate experience that it represents the extreme instance of society's power to suppress the self. But the chapter as a whole is more an argument than, to use his word, a "reading". The vivacity of the novel eludes the weight and rigour of critical thesis.

The chapter on *Robinson Crusoe*, on the other hand, is both cogent and flexibly responsive to the narrative flow. The fundamental pattern perceived is of watching the unpredictable flow of events for an opportunity to master them through cooperation. Initially, Crusoe's "rambling" is both a natural tendency and aggravated by circumstances. On the island nature and the natural self are overcome by a form of self-assertion of which mastering the tides is one example and keeping the journal another. Crusoe's conversion is seen as a formalization of his own masterful relationship to the environment. He is no longer casting an "external account," but becomes part of an account himself. The taming of the goats is a reenactment of the conversion of his own unruly nature, and by the time he rescues the Europeans his mastery is such that he is himself aligned with providence. The analysis brings out sharply the novel's affinities with myth which Richetti notes, but without losing sight of the fact that it works as a novel.

Peter New



An example of eighteenth-century crewel embroidery, on display in the Museum of Fine Arts in Boston, USA. From Early American Design Motifs, by Suzanne E. Chapman, published by Constable at £2.50.

Divided community

British Political Sociology Yearbook
Volume 2: The Politics of Race
edited by Ivor Crowe
Croom Helm, £7.95
ISBN 0 85664 251 7

The central purpose of the *British Political Sociology Yearbook* is to strengthen the state of political sociology in Britain by gathering together original work on the political sociology of Britain. This year the theme is race or race relations, and although "race" as a sociological category is nowhere defined, nor is the relative size or nature of the "racial" dimension indicated, the volume contains a collection of interesting and varied contributions on political aspects of race and ethnic relations in Britain. It ends with a useful survey of problems of empirical research on race relations by Colin Airey and Roger Jowell, both associated with social and community planning research.

The first three contributions examine theoretical perspectives. In "The Theme of Race in British Social and Political Research", Alan Brier and Barrie Axford complain about the superficial level of academic research so far undertaken on the politics of race relations, and emphasize the need for conceptual frameworks to help researchers to understand the place of racial conflict in the British political system and to make international comparisons. Drawing on Habermas's work on legitimacy in advanced industrial democracies, they suggest that competing elite political groups have reached a tacit consensus to eliminate race from the national political agenda. In the third essay in this section, "Race, Elections and Politics", Daniel Lawrence reaches similar conclusions, and hypothesizes further that awareness of this consensus may have contributed to the growing disenchantment with conventional party politics among the majority electorate.

Two empirical studies consider aspects of racial attitudes among the white majority population in Britain. Duncan Scott's ethnographic study of a local branch of the National Front provides detailed and subtle insight into the style of political thinking and action of its members, and Colin Airey and Roger Jowell, both associated with social and community planning research, report on a survey of racial attitudes in Peterborough, Nuneaton and Leicester. This study, which is largely descriptive, finds that hostility to immigrants is not strongly correlated with personality factors, social class or political party, but rather with the perception of the immigrant as a threat to the individual's way of life.

The remaining contributions are more theoretical. Robert King and Michael Wood adopt a survey approach to locate the support for Enoch Powell but reach very similar conclusions to those of Scott.

Three essays discuss immigrant or minority groups—Pakistanis, Jewish and West Indian "second generation"—and their involvement or otherwise with British politics. This raises the question of the "ethnic vote" and how far this is or can be a significant factor in British politics by contrast with the United States or even Canada. This issue is considered in Le Lohé's careful study of the local election turnout and voting patterns of Bradford's Pakistani community, and Geoffrey Alderman's historical study of the politics of Anglo-Jewry, which includes a case study of the February 1974 election campaign in the "Jewish" constituencies of North London. Le Lohé recognizes clearly that no substantial Asian block votes have yet emerged which could be delivered by their leaders but notes the potential in marginal situations, particularly in local elections.

Race relations researchers in Britain have tended to look uncritically to American models, and to assume that immigrant and ethnic minority groups in Britain will develop an ethnic political dimension on North American lines. However, relative numbers and the overall socioeconomic class orientation of British party politics militate against this. The example of coloured immigrants in Nottingham questioned by Daniel Lawrence were unenthusiastic about bloc voting, the formation of separate political parties and, to a large extent, the election of immigrant MPs and councillors. West Indians were the least likely to support such initiatives, despite their expressed disillusionment with both major parties. As for a potential coloured or black vote, Lawrence found that most of his respondents simply did not see themselves as belonging to a homogeneous group with common interests.

Sheila Patterson

BOOKS

Behind the scenes

Royal Commissions and Departmental Committees in Britain
by T. J. Cartwright
Hodder & Stoughton, £7.70
ISBN 0 340 17602 4

The unacknowledged legislators of Britain are commissions and committees, not manifesto groups or officials. In the endless search for the reality behind the elaborate façade of British government, this is at least a plausible proposition. It is equally plausible that the commissions have not been notably successful in their work, so an analysis of their working and an assessment of their influence would certainly help students of government.

Professor Cartwright has more modest objectives however. His book is a kind of arithmetical Erskine May of its subject, a handbook of forms, practices and procedures. He examines 356 committees appointed between 1945 and 1969, chosen because their work was published in command rather than non-parliamentary papers. The distinction is intended to separate out the "more important" committees, and is imprecise, like so much else about them, for many deal with politically neutral topics like the composition and marginal value of flour or cheque endorsement. Still his "sample" does include the 24 royal commissions of the period and just over half of all departmental committees. This is certainly adequate for his purposes, although a more intensive approach to a smaller selection of committees might have been more rewarding.

Cartwright has set out with thoroughness and clarity all the substantive facts which may be mined from the statistical and documentary evidence, supplemented by very limited inquiry by interview and correspondence. His chapters deal with the history of the committees, their composition and terms of reference, how they work and report.

Their chairmen are of course elderly men, often peers or lawyers; but academics are not under-represented. On average, royal commissions take two-and-a-half years to produce a report of 330 pages—fair productivity by academic standards. Among royal commissions disagreement is a little more common than unanimity, and serious disagreement arose in seven of the 24. A few reports are best sellers: Beveridge (social security) 280,000, Denning (national security) 145,000, Robbins 50,000, Crowther/Kilbrandon has so far been the most expensive (£430,000), still a pay sum beside the $10m of the Canadian Royal Commission on bilingualism and biculturalism.

Cartwright rather neglects the speculative and more significant aspects of his subject. For example, there are five pages on interim reports, but only two tantalizing footnotes on the internal politics of the committee and the alleged tendency for one member to dominate.

However, his conclusions are more interesting than this may suggest. He finds that the committees are a major institution of government; that they are flexible and adaptable and aid public participation in government; and that they "reflect both the 'art' and the 'science' of government". Among the reforms he suggests the most interesting is that members should be paid. But it is more significant that there is no suggestion that Parliament should be involved in the work of the commissions. The thought hardly crossed Cartwright's mind, for he writes: "Ministers would find it intolerable to have their advisers vetted by Parliament every time they wanted to appoint a group of them to be a committee. . . I suppose they would; I am inclined to agree. So much the worse, on both counts, for parliamentary democracy.

P. J. Madgwick

Organizational zoos

Public Policy and Private Interests: The Institutions of Compromise
by D. C. Hague, W. J. M. Mackenzie and A. Barker
Macmillan, £15.00
SBN 333 14768 5

Teachers of government and public policy are afflicted more than most by the difficulty of aligning facts with theory. They usually have to be content with describing structures, or evaluating case studies of processes which, at best, might create a body of empirical wisdom and intuition. One eminent medical scientist with whom I once worked described the current approach as that of "schoolboy botany".

This book, however, manages to be both empirical and conceptual. The authors are not so much schoolboy botanists as sixth-form zoologists. They have created a nice little organizational zoo which includes such animals as Gs (governmental organizations such as the armed forces); NGs (non-governmental organizations such as unconstituted private industry); QGs (quasi-government organizations such as the nationalized industries) and QNGs or QUANGOS or quasi-governmental or non-governmental institutions. Obviously they relish the lakiness of their own terminology.

The result is a clearly argued and documented, if unobtrusively priced, book on a series of key issues.

Their lead question is how activities can be devolved from the state and yet remain accountable. With the development of the "contract state" large chunks of public work have been devolved by way of contract to industry, research institutions and universities. They consider persuasively the different arguments for doing this. Market theory would assume benefit from the competition of private and public organizations. The "devil" and adaptive theories respectively would detect wicked old capitalism wriggling out of yet another last ditch or, conversely, adapting to new challenges. QUANGOS might protect activities from political interference or allow them to escape traditional government departments or put work where the talent is.

The authors rightly abandon an attempt to make too detailed a taxonomy but concentrate instead on the problems of making QUANGOS accountable. Their use of the concept of "accountability" is, however, rather too loose. It should describe the relationship between those who do the work and those who hold the sanctions. So if there is poor group accountability or self-policing in, say, universities, this must mean that sanctions are held collectively. Accountability is more than a feeling of responsibility.

The case studies are excellent and there is none that does not repay reading. QUANGOS range from the self-nationalized industries (Rolls-Royce) to the Manchester Business School, industrial research and research councils, the arts and media and social innovation. And they move manfully from the empirical towards middle range propositions. It would be possible, perhaps, to make some of the information work a bit harder for its space. There is the question of relative benefits of QUANGOS as against other organizations. Are the research councils, for example, really more adaptive than government departments sponsoring research? Does peer group rule mean more participation from the outer field? Does it reduce the size of the governing organization? I was interested, incidentally, to note that the authors regard the administrative costs of the Medical Research Council as high at 5 per cent (in 1973). There could have been more of what can be called "values analysis".

We should be well beyond Blau and Scott by now in determining how far underlying purposes affect structure. So Gerald Rhodes's extremely fair account of the urban programmes, and particularly the community development programmes, could have been more trenchant. Analysis would have been useful of the vague assumptions of the Home Office, the clear but limited aims of the local authorities, the frighteningly clear objectives of some of the action research teams, and the uncertainties of the researchers in relationship to the decision making system.

But these are not so much criticisms as asking for more. The same team could well move throughout the whole range of public institutions and apply the same methods. This book should help place the study of government on to a postgraduate level.

Maurice Kogan

A developing institution

The Modernization of British Government
edited by William Thornhill
Pitman, £9.00
ISBN 0 273 00143 4

It is 25 years since the publication of Sir John Anderson's *British Government since 1918*, in which a team of contributors reviewed the major developments in the institutions of British government in the interwar and wartime periods. That book at once became a standard work, and played a major part in the education of a generation of students of British government. Now William Thornhill has edited a similar volume which examines the major institutional developments in British government of the past quarter of a century.

All too often edited volumes consist merely of articles which are already accessible in journals or other readers, and which only just hang together around the theme of the book. For his editorial achievement with this volume, however, Thornhill deserves to be congratulated on two counts — first, for gathering together a particularly distinguished team of contributors, and second, for persuading them to contribute original essays. The contributors include Sir Richard Clarke on the machinery of government, G. W. Jones on the Cabinet, Sir Philip Allen on the Civil Service, M. T. Ryle on Parliament, R. J. Lawrence on Northern Ireland and Professor J. F. Garner on the redress of grievances. While many of them have published a lot of material on their subject, their particular contributions to this volume were all written specifically for it. The result is a collection of 12 chapters which, as well as being individually excellent, blend into a well-balanced overview of contemporary British government.

The essays are essentially descriptive and institutional, and no attempt is made (as Thornhill acknowledges) "to deal with the wider framework of political activity and political processes". Nevertheless, the book will make ideal core reading for British government courses, especially if a paperback edition is produced.

One omission may be noted, however. While there are separate chapters on local government, Northern Ireland, and the process of decolonization, there is no chapter that deals exclusively with regionalism and devolution. This is particularly surprising in view of Thornhill's own special competence in this area. To some extent, of course, the devolution issue has been pushed to the fore in the past 12 months or so by the 1974 elections and the Labour Party's panic reaction to the electoral threat posed by the Scottish National Party and Plaid Cymru. And there is a clear logic in having a chapter on decolonization in a volume that reviews the major developments in British government in the postwar period. Nevertheless, the "United Kingdom question" might have been a more appropriate theme for the penultimate chapter than "the retreat from Empire". It would have combined with the final chapter on Britain and Europe to supplement the book's historical review with a concluding forward look to the 1980s.

Even without this, however, the ground covered is sufficiently broad, and the contributions are sufficiently high powered, to guarantee that the book will be used at least as extensively by present and future students of British government as was Sir John Anderson's book in the 1950s and 1960s.

Malcolm Punnett

Just sentences

Mind and Language
edited by Samuel Guttenplan
Clarendon Press : Oxford University Press £4.25
ISBN 0 19 824521 1

This volume contains the series of lectures given at Wolfson College, Oxford, in 1974. The lectures by Quine, Davidson, Follesdal and Dummett form a unified group concerned essentially with the questions of what form a semantic theory designed to explicate the notion of the meaning of a sentence in terms of that of truth-conditions or assent-conditions should take, and of the relationship, within such a theory, between the ascription of truth—or assent-conditions to sentences and the ascription to speakers of intensional states—beliefs, hopes, knowledge, etc.

Davidson, in an admirably clear paper which both recapitulates and extends much of his recent work on this topic, argues *inter alia* for the thesis that the assembling of evidence for the truth-conditions of sentences is essentially linked to the assembling of evidence for the interpretation of behaviour in terms of desires, beliefs and other intensional objects. Neither process can be understood separately from the other ; thus a theory of meaning can only be made out in the context of a general theory of action.

Linguistic holism, as the work of Quine has taught us, is an expected concomitant of the attempt to analyse meaning in terms of truth-conditions for sentences. But for Davidson, assigning a meaning to a given sentence uttered in given circumstances by a given speaker involves not merely deciding what meaning we are going to assign to all the other sentences he will or might utter, but what we are going to posit about his, and others' intensional states in all these cases. The criterion of success in this complex endeavour is according to Davidson the maximization of agreement : speakers and interpreters may be in error on occasion, but not massively, or more often than not.

Dummett makes out a careful, and in places impressive, case against such a holism. It is a pity that the lecture printed here, even with its long and interesting appendix, is only the first part of a longer work, since this means that what Dummett has to say is largely critical and negative. *Inter alia* Dummett argues, correctly I think, that a theory of meaning " ought to be able to explain how it is possible for disagreements over the truth-value of sentences to occur even when there is agreement over their meaning ". This, of course, means reanimating the analytic/synthetic distinction in some form. Dummett offers here no indication of how this is to be done, but suggests, again I think rightly, that " a theory of meaning which altogether denies the distinction runs the risk of becoming solipsistic ".

Related problems are raised by Follesdal, though his attempt to solve some of them by appeal to ostensive definition seems to me foredoomed. Part of Quine's answer to worries about solipsism is, as we know, to appeal to what he here, in his lecture on " The Nature of Natural Knowledge ", calls " innate similarity standards ". The trouble with this answer in general seems to me to be that it makes community of linguistic interpretation by speakers of the same language a matter of psychological accident. Two speakers of the same language each know, without conjecture or empirical hypothesis, what the other means, and hence their certainty must be linguistic in origin : it cannot be founded upon a postulated contingent conformity of mental processes.

The lectures by P. T. Geach and Miss Anscombe are quite separate in topic from the others, but this scarcely matters, since both are excellent : meaty and thoroughly rewarding exercises in the application of logic to philosophy, which demonstrate how philosophy can be at its best a subject both rigorous and humane.

Bernard Harrison

Under the microscope

Questions in the Philosophy of Mind
by David Pears
Duckworth, £7.95
ISBN 0 7156 0688 3

Philosophy advances by a constant dialogue between its practitioners. Luckily, there is no temporal limit on such exchanges. It is as possible to pit one's wits against Plato or Hume as it is to debate with a colleague. Thus it is that philosophers are intimately involved with the history of their subject. The texts which have emerged as classics are a constant source of reflection and lead, one hopes, to further advance. David Pears's collection *Questions in the Philosophy of Mind* illustrates these general facts about the nature of philosophy from two separate points of view.

First, it is clear that Pears himself almost always takes as his starting point the statements of some other philosopher. Second, much of his material begins from what is, or is in the process of becoming, a classic text. Drawing a somewhat arbitrary line which places Wittgenstein of the *Tractatus* in the history of philosophy section, and J. L. Austin in the contemporary philosophy box, the papers in this book fall almost exactly two-thirds to one-third in favour of issues in contemporary philosophy, which is, by and large, a very reasonable balance.

There is perhaps another reason why the various papers begin from the views of other philosophers. It is that Pears belongs to that group of philosophers who grew up, philosophically speaking, in an age when Ryle and Austin were transforming philosophy at Oxford. The dynamic of that period, by all accounts, was one in which it was natural to make one's own attempt at some advance from where the latest seminar or paper left off. It was, too, in the area covered by this book, the philosophy of mind, that many of the most intriguing problems lay. Furthermore, it was probably problems in the philosophy of mind, more than any others, where the method and techniques of modern philosophy as practised at Oxford were, and are, most rewarding. These remarks lead to the general verdict on this book—that it exhibits to a very high degree the merits of the methods of contemporary philosophy and the ability of its author to use them with fruitful results.

If one were to characterize the approach exemplified it would be by reference to the microscope rather than the circling satellite. It is through the hard slog of detailed attention to many highly specific arguments, rather than because of some general overview, that issues in the philosophy of mind can be settled, or, if not settled finally, certainly advanced. The effect of this treatment is inevitably sometimes frustrating. We can rarely see more than one segment of one particular slide ; by examining the cell there is the danger of forgetting which organism it is we are investigating. Not that Pears is ever himself lost or forgetful, but he often reminds us with regret that he cannot focus on more than one segment at a time, and the evidence which will be gathered will often be only partial and provisional. But this difficulty of method is much more overt in the early part of the book.

The book consists of eleven papers, only one of which has not been either published or spoken for the first time previously. The general quality and (almost) general unity of area justifies the publication as a collection. The first five papers relate to a group of connected problems around the fact that we can have knowledge of our own future behaviour. Nevertheless the general nature of the relationship between our present mental states and our future actions? Probably the best of these is " Sketch for a Causal Theory of Wanting and Doing ", which removes many of the philosophical objections to such a causal account. As this is a substantially revised version of a thesis developed in four scattered articles, and as this version is likely to become standard reading on the subject, it is particularly welcome. Less easy to justify is the inclusion of the paper on J. L. Austin's article " Ifs and Cans ". Pears's paper was itself republished only in 1973. It does, however, illustrate very well the way in which Pears is able to take another philosopher's argument to pieces, assess its merits, and to use insights so gathered to make important independent suggestions of his own.

The last five papers are all on historical themes in the philosophy of mind, reflecting long-standing interests of the author. Two are on Hume, two on Russell, and the last one is a characteristically clear and original piece on Wittgenstein's *Tractatus* remarks on solipsism, which Pears relates to some of the 1913 views of Russell. The inclusion of the first paper on Hume is more difficult to justify, but the other papers, which relate unambiguously to issues in the philosophy of mind deserve their place.

G. A. J. Rogers

Not philosophical at all

Hume
by Terence Penelhum
Macmillan, £6.95
SBN 333 12008 6

Hume's philosophy, according to the traditional interpretation, should be viewed as the culmination and *reductio ad absurdum* of the work of his two predecessors, Locke and Berkeley. These two writers are portrayed as being the major influences on Hume, who is seen as taking over in a self-conscious way their empiricist premises, and, without making Locke's concessions to rationalism or Berkeley's concessions to theology, showing that empiricism as construed by his predecessors leads directly to scepticism about God, about the self, about the external world, about rational inference. Hume himself is supposed to have adopted a reprehensibly lighthearted and frivolous attitude towards the epistemological destruction which he wreaked.

This interpretation was challenged in 1941 by Kemp Smith, who argued very convincingly that Hume's real interest lay not in establishing scepticism, but in showing that most of the common-sense beliefs which philosophy had challenged could not in fact be challenged by rational argument. They were the product of non-rational forces which had their origins deep in human nature. It was in the psychological nature of these forces that Hume's main and wholly unfrivolous interest lay.

In spite of Kemp Smith's impressively scholarly argumentation, his reinterpretation has had relatively little influence. It is one of the chief merits of Terence Penelhum's *Hume* that these two interpretations are accorded equal weight. For, as Penelhum rightly points out, the two interpretations are complementary not incompatible. It was precisely because Hume believed that sceptical conclusions were unavoidable given the empiricist's premises, that he turned his attention to other questions and in particular to psychological theories about the formation of various kinds of belief.

Penelhum thus argues that far from being confused about the relations between philosophy and psychology (which on the traditional interpretation is one of the main criticisms of Hume's procedure) it is Hume's critics who are confused in their reading of his text, confused about the nature of Hume's main enterprise, which is " primarily and unconfusedly psychological ".

Within this interpretative framework, Penelhum develops what is, on the whole, a lucid and persuasive exposition of Hume's philosophical and psychological position. He accords roughly equal space to Hume's epistemology on the one hand, and to his theories about morality, religion, and the passions on the other.

Of these, the section on epistemology competently retraces what will be very familiar ground to most students of philosophy. The discussion of the passions again is competently done and gives a more extended exposition of Hume's theory than is common in introductory texts. The chapter on morality is misleadingly called " Morality and Society ", misleadingly because it raises unfulfilled hopes that Hume's contribution to political philosophy, always underestimated, will be given due recognition. But it is passed over in a mere five pages. The final chapter on religion is also disappointing because very uneven. It reads almost like a hasty compression of several different and overlapping drafts, and it observes typographical conventions which do not appear elsewhere in the book.

Two more general doubts remain about the view of Hume which the book presents. In the first place, if it is true, as Penelhum tells us, that Hume's " main enterprise [was] primarily and unconfusedly psychological, why should its writings continue to be treated as philosophical material ? Why should commentators on his work themselves be philosophers ? Why should Penelhum's book appear in a series entitled " Philosophers in Perspective " ? In the absence of persuasive answers to these questions, we are entitled to feel that Penelhum has over-emphasized the undoubted psychological element in Hume's work.

Secondly, Penelhum does not resolve, or even draw attention to, the impossible situation in which on his interpretation, Hume must find himself. For Penelhum presents us with a Hume who, failing to find rational justification for ordinary beliefs, turns to psychology to explain rather than support those beliefs. But what Penelhum does not point out is that Hume's scepticism ought in consistency to extend to just those scientific and quasi-scientific theories about human nature which he is supposed to have constructed in order to explain what he could not justify.

Nicholas Everitt

Vindicating Kant to the student

Kant's Criticism of Metaphysics
by W. H. Walsh
Edinburgh University Press, £5.75
ISBN 0 85224 283 2

In his latest book Professor Walsh has provided us with a concise commentary of all the main parts of the *Critique of Pure Reason*, including a good deal of useful, though necessarily undetailed discussion of some of Kant's other works. With this coverage, and the advantages of being clearly written and of not making excessive demands on the reader's previous knowledge, it should be of considerable value to students and teachers. The fact that the author has not been concerned to stamp any firm philosophical viewpoint of his own on the work, and his way of stating both the Kantian and the non-Kantian side of an issue before leaving the reader with an explicit question, are among the features which make the book very suitable to be at the head of the reading list for an introductory course on Kant's theory of knowledge, and I would expect to find it doing a good deal of work in that role over the next few years. In this capacity it can stand well with the best of its competitors.

It is when we ask what there is here for the seasoned Kant-scholar that doubts arise. We are often left with a remark about what must be allowed to Kant " at the lowest estimate ", and whilst this is very good for getting the intelligent undergraduate exercised about a problem, the researcher may well wish that Walsh had stuck his neck out a little further and told us, for better or for worse, what he holds the *right* estimate to be.

When he does so, the results are variable. The contention that some of the antinomies should be seen not as arising out of, and hence refuting, Kant's own target of transcendental idealism, but rather out of a certain interpretation of the principle of sufficient reason, struck me as well worth attention, whatever one's views about it may finally turn out to be. On the other hand, the enthusiastic treatment of the First Analogy is disappointing, the more so as it culminates in the resounding claim that Kant's central argument is " impressive, indeed unanswerable ". This argument tries to establish the existence of a permanent substance, of which all the changes that occur in the world are modifications. Walsh suggests that an event which was the creation of a new substance could not be distinguished from illusion, and at once hits on the *prima facie* satisfactory reply that " a newly created substance would be palpable enough because of its effects on other things ". This he purports to counter by asking, " But would this show that it was *created*, indeed *created out of nothing* ? " and makes it look as if the case depended on the point that no empirical evidence could ever logically compel us to that conclusion. But if that is what it depends on, one is bound to ask, how can the conclusion be anything like as strong as Kant's ? After all, we are hardly obliged to accept as an *a priori* principle everything that experience cannot conclusively refute. And why then should Kant talk so much about the unity of time, a topic which this argument does not take us anywhere near ? We do reach that subject on the next page, but since the argument there is said to depend on " reasons already stated " it never gets beyond bare assertion. Unless I have quite missed something about this section, Walsh's claim to vindicate Kant is just empty.

The book contains material from articles written over a period of 20 years, and some occasional failures of unity may be traceable to this. There are firm words against those who criticize Kant's " architectonic " too sharply, but Walsh's own attitude to the architectonic sometimes turns out to be none too respectful either. Again, he appears not altogether to have made up his mind about Kant's relation to logical positivism. We are told (I would have thought, rightly) that Kant was not a positivist, since he regarded statements about God and the soul as certainly meaningful ; he appears not to be a positivist, since he regards statements about God and the soul as certainly meaningful ; he appears not to be a positivist, since he says (unconvincingly, I fear) that " the postulates of practical reason . . . contain no information about another world . . . They function more like commands or injunctions than statements . . . " This, of course, is exactly one of the things a hard-line positivist might say about them, so we are back where we started.

Edward Craig

Reviewers

Edward Craig is a fellow of Churchill College Cambridge and is a lecturer in philosophy at the university ;
Denis Donoghue is professor of modern English and American literature at University College, Dublin ; his publications include work on Swift, Yeats and Emily Dickinson ;
Nicholas Everitt lectures in philosophy at the University of East Anglia ;
Chris Flood lectures in French studies at the University of Surrey ;
Bernard Harrison is author of *Form and Content* and *Fielding's Tom Jones* : The Novelist as Moral Philosopher ; he is reader in philosophy at the University of Sussex ;
Maurice Kogan is head of the school of social sciences at Brunel University and his publications include *The Government of Education* and *County Hall* (with Willem van der Eyken) ;
P. J. Madgwick has written *The Politics of Rural Wales* and *American City Politics* and is reader in political science at Aberystwyth ;
Sheila Patterson is editor of *New Community*, the quarterly journal of the Community Relations Commission ; she is an honorary research fellow at University College London ;
Malcolm Punnett has written *British Government and Politics* and lectures in politics at Strathclyde University ;
G. A. J. Rogers is senior lecturer in philosophy at the University of Keele ;
R. Hinton Thomas is professor of German studies at the University of Warwick.

LETTERS TO THE EDITOR

University of Rhodesia

from Professor J. R. de S. Honey

Sir,—Alan Phillips's article (*THES*, December 5) on the University of Rhodesia was very much of a piece with one you published on July 13, 1973, and heavily slanted. This is a pity, since the organisation he represents—World University Service—does valued work for African students ; furthermore, the staff of the university do not consider themselves above criticism, and would take more notice of an appraisal which was not so obviously one-sided, factually incorrect, and pervaded by half-truths which make it, like the 1973 article, an unpleasant piece of propaganda.

Almost any comment he makes can be met by countervailing facts, or relates to items wrenched from their context. Take first his figures for pupils in schools.

Yes, it is true that too few African children at present receive secondary education, though how the university is to blame for this is not clear. It may even be true that when the figure for 1975 and 1976 come out it will still be the case that the proportions of African pupils in secondary schools are now no more than the proportions of French pupils in secondary schools in France 30 years ago.

But these figures must be seen in the context of very considerable investment and expansion now in progress in secondary education in Rhodesia. Among many restraints on this expansion has been the shortage of graduate teachers, and in this connection it is strange that Mr Phillips's article should imply resentment that a proportion of government grants to African students are for those who are pledged to enter teaching.

He complains about pressures on African students not to take part in political activities. I do not think there is a single university in Africa where students, of whatever race, are not under some kind of constraint in respect of political activities, and from Mr Phillips's own evidence it is clear that it is only a minority of Rhodesia's African students who are thus constrained.

He talks blithely about students punished for taking part in " demonstrations " in 1973, but he conveniently fails to mention that these demonstrations came within a hair's breadth of what would undoubtedly have constituted murder had they been allowed to take their course.

Thirty per cent of students fail first year exams, he tells us, as if this represents the proportion of first-year drop-out required to sustain the university's acknowledged high standards. What he does not mention is the large proportion of these who repeat their failed subject at the end of the long vacation and go into second year without even an interruption or extension of their course.

He lists factors which do not " incline an African student to believe what this is an ideal environment for a university ". Well, if that is the real burden of Mr Phillips's criticism, then I must tell him of students who would make the same comment (or worse) on the University of Paris, or Essex, or of 20 universities in Africa.

Of the thousand African graduates whom Mr Phillips has heard of, how can he, as a non-academic, possibly assess their fitness for university lectureships in the highly competitive academic market of recent years ? How many actually possess, in a country where the university was only recently established and is still small, doctorates or other higher degrees, and of these, how many have actually put in for posts at UR and have been passed over ?

As to his allegations of racial discrimination and contemptuous attitudes among " certain European staff " towards African students, I imagine that if Mr Phillips went round asking widely enough he could find white students who might make similar equally vague allegations against African staff. Unsubstantiated such generalizations simply become a smear.

WUS itself practises racial discrimination in the allocation of its scholarships, but for reasons which most people would understand and condone.

Yours faithfully,
J. R. de S. HONEY,
Department of education,
University of Rhodesia,

Medical education

from Dr A. J. S. Walker

Sir,—The present situation in the medical world raises problems for universities which award medical degrees. At its simplest the problem is that there is a sound case for saying that medical students should not be allowed to count time spent dealing only with emergencies as clinical training qualifying for the award of a university degree in medicine.

Doubtless such time will be allowed to count for the inferior qualification of Licentiate of the Royal College of Physicians, Member of the Royal College of Surgeons because these diplomas are entirely controlled by the medical world but it is to be hoped that university senates will not allow medical faculties and medical schools to endanger the value and standing of university degrees.

One possible interpretation of the present situation is that medical people often lack an ability to understand either themselves or the society in which they live. It could be argued that university senates have serious responsibilities in this matter because medical schools and faculties are by their very nature unlikely to be aware of the problem. The social sciences could make a major contribution in this area.

It can be argued that the entire community should in the present situation operate certain sanctions against the medical world. People who are admitted to hospitals as emergency cases can for instance refuse to be used as teaching material and to give medical students any kind of clinical experience. But the academic world is particularly well placed to examine two issues.

In those universities where medical faculties are comparatively well integrated with other faculties academic-emergency hospital treatment being made available to medical people or to members of their families or to medical students at a time when the rest of the community is being treated on an emergency only basis. Any such cases would deserve the widest possible publicity.

Fundamentally the current medical crisis strongly suggests that the community is wasting vast sums of money in training the wrong people in the wrong way to provide medical care of a type which is often based on the wrong priorities.

Yours faithfully,
A. J. S. WALKER,
London, NW3.

University architecture

from Mr G. R. Browne

Sir,—Sir James Richards, writing on University Architecture since 1960, has referred particularly to Leicester University (*THES*, October 10).

We must point out that Courtaulds Technical Services were not a construction company, they were in fact a professional organisation which, although part of the Courtaulds Group, gave an integrated professional design service for which they received a " Scale of Charges " fee as other professional firms. In the case of the " Adrian Building ", Courtaulds Technical Services merely designed and supervised the erection of the building—the main contractors being Johnson and Bailey of Cambridge.

W. F. Johnson and Partners are not the successors to any " package firm "—the original five partners formed this entirely separate, integrated partnership, when the Courtaulds Group decided to terminate Courtaulds Technical Services in 1967.

We invite Sir James Richards to withdraw his incorrect statements.

Yours faithfully,
G. R. BROWNE,
for W. F. Johnson and Partners,
York House, Clarendon Avenue,
Leamington Spa,
Warwicks, CV32 5PT.

In a letter to the Editor, Sir James Richards has acknowledged that he was mistaken in his description of the organization of Courtaulds Technical Services and the role of W. F. Johnson and Partners.

More letters, page 8

What should a don don?

Sir Lincoln Ralphs, retiring chairman of the Schools Council, recently told the annual meeting of the London and Home Counties Regional Advisory Council for Technical Education that the universities would have to face up to the fact that the " boiler suit was as respectable as the gown ".

But in what world does Sir Lincoln live ? I do not know what it is like in London and Home Counties, but here in the north, the boiler suit is a good deal more respectable than the gown.

The wearing of a boiler suit marks one out as a man of high status. In such a garb a man can only be doing something useful for himself and his neighbour.

The costume shows its wearer to be one who belongs manifestly to the real world. He lives in a world of things which he must be shaping and welding, painting and repairing, joining and fitting, drilling and plumbing.



The boiler suit is a manly garment. To be seen at its best it needs a powerful frame to fill it out. But, as with Churchill's celebrated siren suit, it aids the portly, turning obesity into weight and authority. On the gangling, it may create a suggestion of cowboy grace and elegance.

Stains of oil, splashes of mud or paint, powderings of dust and scatterings of woodshaving are to the boiler suit what regimental badges are to the military uniform. Rank is indicated by seniority : the folding rule, the clipboard, the crumpled plan or blueprint revealing it-self from a breast pocket.

Not that the boiler suit is a uniform destroying or masking the individuality of the wearer. On the basic style there may be many variations. Although blue denim remains the firm favourite, it can be found in white, or black, and sometimes in an attractive terracotta.

Intriguing contrasts of texture and pattern may be created by " patching ", the use of different coloured cloths to repair or strengthen the garment at strategic points. The final effect is completed and entranced by appropriate choices of boots, scarves, and headgear.

In contrast how drab and dull is so much academic dress ! As often remarked : a medieval anachronism. But above all it marks out its wearer as not belonging to the free comaraderie of the boiler-suited ones. It is no wonder that my colleagues shrink from wearing their gowns. If seen wearing them, they put on an embarrassed smile meaning " don't I look silly ".

Only when gathered in any numbers—as at a university congregation—do they wear the offending garment with any confidence. But rather like guests at a fancy dress party, decked out in gorgeous uniforms and costumes, well knowing that this is all make-believe. The costumes must be folded away in the morning and returned to the hirers.

Indeed younger colleagues never admit to possessing a gown. If the occasion demands, they borrow one and wear it within " inverted commas ". Like the dinner jacket, the gown is not part of the wardrobe of any self-respecting young academic.

Sir Lincoln's comments are timely. Let us abandon out outmoded forms of academic drag and adopt the boiler suit as a form of dress appropriate for an age when universities must serve the " needs of society ".

There is much to be said for this change. The boiler suit, like the gown, is an " overall " garment. It will protect its wearer from the chilliest wind whistling through hall or cloister.

In the interests of tradition, certain features of the present academic costume may be retained whilst its more offensively elitist features eliminated.

Doctors will be suited in scarlet ; master and bachelors in sober black. A cloth cap (tasselled ?) will replace the mortar board ; muffler and checked chokers rather than subfusc. Faculties may be identified by brightly embroidered letters on the back of the suits.

Which university will be the first to have the courage to change its academic dress along these lines ? This reform complete, we, of the academic trades, will be able to take our place with pride alongside those in boiler suits.

Beverley Shaw

The author is lecturer in education at Durham University.

Give (or take) a Greek Common Foot

Sugar went metric in the autumn making it legal to offer it for sale in round metric quantities. And manufacturers are now also quite free to stock supermarket shelves with metric packets of cornflakes and other cereals.

Another way in which metrication has affected your life—although in this case only if you happen to be in the fatstock trade—is that October was the month for converting to kilograms all weighing equipment at abattoirs, markets and bacon factories.

Most of us only notice a sudden attack of metrication when it concerns something big like the Post Office (which means that the price of a stamp goes up to 8½p) or the decimalisation of money (which means everything goes up). But it is happening in some aspect of some trade all the time.

Why, even this piece of paper on which I type these words and which was formerly called " quarto ", with its literary connotations of first editions and elegant bindings, has been chopped around and retitled " A4 ", which sounds like nothing but the slow route to Maidenhead.

If that sounds critical, it is because I object to the new, confusing measures ; but then I objected to the old confusing measures as well.

It is hard to take a firm moral stand on the need for the preservation of those two ancient monuments, the foot and the pound, since they themselves have over the centuries elbowed aside other, more primitive units in the evolution of measurement.

Take the Megalithic Yard. This was once the basic unit used by everyone constructing megalithic monuments, but, as its name suggests, it lost its appeal as prehistory gave way to history.

It wasn't even a full yard as we know it today, since it managed to consist of only 32.6 inches, and it has been only a process of inflation that brought the modern yard up to its present 36 inches.

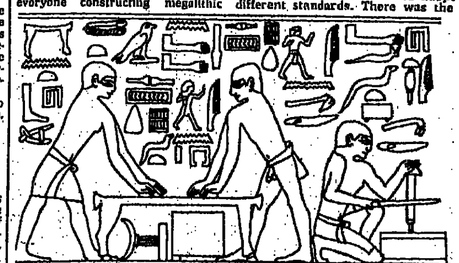
Take, especially, the foot. There have been many variations of the foot, differing by as much as 40 per cent according to time and place, most of them extinct. The so-called " Northern Foot " was all of 13.1 inches, sometimes more, and was much used by Teutonic peoples.

Or perhaps you'd like to try for size the so-called " Natural Foot " of a mere 9.8 inches, which was popular with the Celtic races, who presumably had smaller appendages at the end of their legs on which to base it. It was built up in this way : three barleycorns=one thumb, three thumbs=one palm, three palms=one natural foot.

Other feet that have marched over the centuries include the Saxon Foot, the Moscow Foot, the Verona Foot, and the neighbouring Sardinian Foot. In England alone, until Edward I enforced the present 12-inch model, people used not only the Northern and Natural Feet, but also the Roman Foot of 11.65 inches and the unhappily named Greek Common Foot, of 12.47 inches.

You do not hear much about the cubit these days, either. Based on the distance between the elbow and the fingertip, this tended to vary, one man being longer or shorter in the arm than the next.

The cubit was finally standardized, but different nations came to adopt different standards. There was the Egyptian Royal Cubit of 20.6 inches, and its close rival the Egyptian Short Cubit of 17.7 inches, which was within a whisker of the fierce competitor known as the Early Jewish Cubit.



Ancient Egyptians : famous for cubits and rulers.

And whatever happened to the Northern Cubit of 26.6 inches, not to mention the Sumerian Cubit of 19.5 inches as used in the building of the Ziqqurat of Babylon (the Tower of Babel, as the Israelites nicknamed it), and the Sumerian Double Cubit, which clocked in at a massive 39.98 inches ?

Measures of capacity are also taking a tumble. With the onset of the c.c. (cubic centimetre) the pint is feeling white about the gills, but it has survived to make a greater mark than the " load " (40 bushels) or the " chaldron " (36 bushels).

The bushel is not to be confused with the Winchester Bushel, which has been a casualty of time, just as the London Stone and Queen Anne's Wine Gallon never quite made it to the present day.

Something tells me that many of the rules for specific commodities are no longer with us, and if they are still around, the boys from the Metrication Board will be banging on the doors at dawn to encourage them to make way for the younger measures.

A " last " of herrings stands for 13,200 fishes ; the same word applied to hides means 12 dozen, and to wool 12 sacks. A hogshead of sugar refers to 13 cwt. That is when it is not standing for 16 cwt, or all stations between the two, while a hogshead of tobacco is a precise term used to describe anything from 12 to 18 cwt.

A " pockus " of hops wobbles about from 168 to 224 pounds. You do know where you are with a stone of meat ; no, not 14 pounds, but, in this instance, just 8.

The case for these antique terms is that they have a certain ring about them, denied to expressions such as " 10 dekametres=1 hectometre ", and soon the inch and ounce will come to share this bygone flavour.

The consolation for those who stick up for the foot (such as the self-styled Anti-Metrication Board, with its slogan, " Don't Give An Inch ") is that new metric measures don't always stay the course. The French Revolution started and then abandoned a scheme to adopt a ten-month year, with a day of 10 hours, each 100 minutes long—Metric Time.

Jonathan Sale

NOTICE BOARD

Chairs

Professor A. J. Cole, who presently holds a personal chair in the department of computational science has been appointed to the chair of computational science, University of St Andrews.

Dr Kenneth Murray, reader in the department of molecular biology, has been appointed to the chair of molecular biology, University of Edinburgh.

Professor J. B. S. Fincham, currently professor of genetics at the University of Leeds, has been appointed to the Buchanan chair of genetics at Edinburgh University from July 1 in succession to the late professor C. H. Waddington. Professor Fincham will subsequently succeed professor D. S. Falconer as head of the department of genetics.

Professor Istvan Meszaros, professor of philosophy and social science at York University, Toronto, has been appointed to the vacant chair of philosophy at the University of Sussex.

Appointments

Universities

London School of Economics
Honorary fellows: Rt Hon E. W. Barrow, Prime Minister and Minister of Finance, Barbados; Sir M. Kendall, director, World Fertility Survey; Professor L. P. Mair, formerly professor of applied anthropology at the LSE; Her majesty Queen Margrethe II of Denmark; Professor William N. Medlicott, senior editor of "Documents on British Foreign Policy 1919-1939"; Mr G. J. Ponsonby, former LSE staff member.

Oxford
Ford's Lectureships in English History 1976-77: Professor G. W. S. Barrow.

Newcastle upon Tyne
Dean: Professor J. N. Walton (medicine). Reader: A. G. Davey (applied social studies).

Colleges

C. F. Mott College of Education
Mr B. S. Cane, at present principal of the college, has been appointed principal-designate of the City of Liverpool College of Higher Education by the amalgamation of C. F. Mott College of Education and Echel Wormald College of Education.

General

The Council of Engineering Institutions
President: Lord Hinton of Bankside, chairman of the MacRobert Award Evaluation Committee.

United Kingdom Atomic Energy Authority—Director: Dr L. E. J. Roberts (atomic energy research establishment). Deputy chairman: Dr W. Marshall (extension of appointment).

Cranfield
Head: Professor B. A. May (National College of Agricultural Engineering, Silsoe, from January 1). Senior Lecturer: K. Harrison (management). Lecturers: Dr D. N. Burghes (mathematics); C. de la Lumsden (management). H. J. A. Vetter (temporary, language and social studies). Research associate: D. L. Richardson (management).

Forthcoming events

The Institution of Metallurgists will be holding a one-day discussion meeting on materials microanalysis at Wolfson Hall, Churchill College, Cambridge, on February 18, 1976. Lectures on metallurgical applications of Emma, Quantitative analysis of materials with Emma-4 and Atom probe field ion microscopy will be discussed. Further details from: The Meetings Secretary, The Institution of Metallurgists, Northway House, Whetstone, London N20 9LW.

* * *

An international conference on reliability of power supply systems organized by the Institution of Electrical Engineers, will be held at the IEE, Savoy Place, London WI, from February 21 to 23, 1977. Contributions are invited on generation, interconnexion and pooling of generation, transmission, distribution and composite systems. All entries should be submitted by April, 1976. Further information from Annemarie Cunningham-Swendell, IEE.

* * *

The Medieval Ensemble of London will be presenting a recital of French music written between the death of Machaut (1377) and the advent of Dufay (c 1420?). In their programme the ensemble will play settings of eulogistic and amorous verse from the courts of Jhean, Duke of Berry, Gaston Phebus, Count of Foix and the Papal establishments of Avignon and Rome. The concert will be held in the Glynn Vivian Art Gallery, Alexandra Road, Swansea.

* * *

A residential conference on Christianity and primitive religions will be held from February 20-22, 1976, at Cumberland Lodge, Windsor Great Park in association with the Royal Anthropological Institute. Fee: £11.34 for seniors; £8.50 for students on government grants. Further information from the Programme Secretary, Cumberland Lodge.

* * *

A symposium on professional metallurgists in Europe to be held on February 25 at Imperial College, Prince Consort Road, London SW7, will deal particularly with problems experienced by technologists working within the European economic community. Further details from: The Meetings Secretary, The Institution of Metallurgists, Northway House, Whetstone, London N20 9LW quoting ref. t/814-76-T.

Course news

Cost benefit analysis and its application to transport is the theme of a course to be held at the Cranfield Centre for Transport Studies from January 19-23, 1976. The course examines the theory of cost benefit analysis and relates it to the practical difficulties of applying it to real projects with particular emphasis on transport. Fee £120. Further details from: Mervyn John, Centre for Transport Studies, Cranfield Institute of Technology, Cranfield, Bedford MK43 0AL.

Noticeboard is compiled by Myrna Monsurate and Patricia Santinelli

Awards

David Watkin has been awarded the Alice Davis Hitchcock Medallion, given annually by the Society of Architectural Historians of Great Britain for a literary work which makes an outstanding contribution to the study and knowledge of architectural history, for his book *The Life and work of C. R. Cockerell.*

* * *

The Middigan Fox Medal in the Composers' Competitions of the Irish National Musical Festival has been awarded to Michael Dawney, department of music, University College, Cork.

* * *

Royal Society Commonwealth bursaries awards: Dr P. K. Bitakaramire, University of Kampala, Uganda; Dr P. Satyanarayana, Sagar University, India; Dr K. L. Yau, University of Cape Coast, Ghana; Dr H. T. A. Cheung, University of Sydney, Australia; Dr E. A. Colhoun, University of Tasmania; Dr A. Falconer, University of Guelph, Ontario; Dr S. C. Garg, University of Saugar, India; Dr M. M. Goil, Bareilly College, India; Dr R. Le Roy, Guelph Waterloo Centre for Graduate Work, Canada; Dr J. A. McComb, Murdoch University, W. Australia; Professor J. W. McConkey, University of Windsor, Ontario; Dr J. M. Oades, Waite Agricultural Research Institute, S. Australia; Dr L. C. Schmidt, University of Melbourne; Dr I. F. Wardlaw, C.S.I.R.O. Division of Plant Industry, Canberra; Dr A. R. Wellburn, University of Lancaster.

Scholarships

Ruskin College are offering a full adult State scholarship commencing October, 1976. All applicants should have three years' residence in the United Kingdom. Formal academic qualifications are not required, although applicants have to submit an essay on one of a list of topics, including industrial democracy, the future of the social contract, how to reconcile liberty and equality, social service priorities, literature and history. Further details from: C. Hopley, General Secretary, Ruskin College, Oxford OX1 2HE.

Corrections

In our issue of November 28 we incorrectly stated that Mr B. A. Hepple, Fellow of Clare College, Cambridge, had been appointed to the new chair of comparative social and labour law at the the University of Cambridge. He has in fact been appointed to the chair at the University of Kent.

* * *

In our issue of December 12 we did not state clearly that Dr Robert McAdam, formerly Hood Professor and head of the department of mining engineering, had been appointed emeritus professor at Heriot-Watt University.

* * *

Emeritus Professor E. N. Willmer was appointed honorary professorial fellow, department of zoology at the University of Aberdeen in the Honours List published on December 12.

Grants

Universities

Aston
Applied psychology—£1,877 from the West Midlands Regional Health Authority for research into photosensitive epilepsy under the direction of Dr G. F. A. Harding; £3,135 from the MoD for ATC systems study under the direction of Dr D. Whitfield; £14,046 from the MoD for ATC systems research under the direction of Dr D. Whitfield; £2,948 from the Department of the Environment for research into public understanding of symbols and legends under the direction of Mr R. S. Easterby.
Architectural planning and urban studies—£9,910 from the DoE for research into the environmental effects of freight policies under the direction of F. E. Joyce; £8,000 from the DoE for research into the impact of the National Exhibition Centre, under the direction of Mr F. E. Joyce and Mr H. E. Williams.
Biological sciences—£15,000 from Spillers Farm Feeds Ltd for research in the fungal improvement of straws under the direction of Dr H. O. W. Eggins and Dr K. J. Seal; £1,566 from Severn Trent Water Authority for research into fly control at sewage works, under the direction of Mr H. A. Hawkes; £23,250 from ICI Silsoe, from January 1). Senior Lecturer: K. Harrison (management). Lecturers: Dr D. N. Burghes (mathematics); C. de la Lumsden (management). H. J. A. Vetter (temporary, language and social studies). Research associate: D. L. Richardson (management).
Chemical engineering—£1,500 from Bio Oils Research Ltd for research into the separation of fatty acids under the direction of Professor P. E. Barker; £1,000 from the Nuffield Foundation for courses in chemical engineering under the direction of Dr A. V. Bridgwater; £1,923 from the Department of Trade and Industry for experimental work on a model and tube heat exchanger under the direction of Dr J. D. Jenkins; £9,658 from the United Kingdom Atomic Energy Authority for research into detection of bubbles in boiling sodium under the direction of Mr A. E. Noble.
Chemistry—£4,140 from the EEC for research into lead intestinal absorption mechanisms under the direction of Professor J. A. Blair; £7,560 from the Cancer Research Campaign for cancer research. £2,166 from the NERC for research into analysis and reaction of non-ionic detergents and their biodegradation products under the direction of Dr A. W. P. Jarvis; £21,538 from the SRC for research into chemical structure and water binding processes in rivers osmosis membranes under the direction of Dr B. J. Tighe.
Civil engineering—£10,700 from the construction industry and Information Association for research on web buckling of thin steel beams under the direction of Professor M. R. Holmes.
Metallurgy—£5,363 from the MoD for the study of low-cycle fatigue behaviour of titanium alloys under the direction of Dr J. F. Barnby; £15,950 from the SRC for research into fracture toughness of commercial sintered steel under the direction of Mr L. W. Grans.
Modern languages—£2,000 for research into the teaching of basic skills in minority languages, under the direction of Dr E. Clevering.
Pharmacy—£3,797 from the Arthritis and Rheumatism Council for research into the effect of drugs on cellular and sub-cellular membranes under the direction of Dr D. A. Lewis; £4,349 from the Cancer Research Campaign for research into tumour-inhibitory extranes under the direction of Dr M. F. Stevens.
Physics—£15,337 from the SRC for research into energy spectra on field emitted electrons under the direction of Professor E. Braun and Dr R. V. Latham.

Exeter
Agricultural economics unit—£4,000 from the Central Council for Agricultural and Horticultural Co-operation for an investigation into producer co-operation in the marketing and distribution of fastcock and meat in South West England.
Economic history—Dr R. Burt, £6,571 from the SSRC to support an investigation into the metalliferous mining industry of England and Wales and Scotland from 1848 to 1914.

Glasgow
Music—£5,000 from the Scottish Arts Council as a contribution to Scottish Music Archive.

Recent publications

Comparison (published by the University of Warwick, Coventry, Warwickshire, 50p plus 10p postage). A new journal of comparative literary studies containing articles on Holderlin and Romantic cosmology, Anglo-Saxon poetry, and William Carlos Williams. The editors have established this journal in recognition of the increasing importance of comparative literature as a discipline in British Universities.

Dread Beat and Blood, by Linton Kwesi Johnson, and *Ammunition*, by John Agard, published by Bogle L'Ouverture Publications Limited, 5a Cheverell Place, Ealing, W13; £1.00 paperback; £3.50 hardback). Johnson's book of poems is perhaps the most important commentary in verse and prose on the condition of Black people in British society. Andrew Salkey introduces *Ammunition*, taking the reader through the poems, and capturing as he does the various moods and intentions of the poet.

Day Services—An Action Plan for Training (published by the Central Council for Education and Training in Social Work, Clifton House, Euston Road, London, NW1, £1.25). CCETSW Paper 12, of a report of the working party on training for employment in day centres providing care, education and occupational opportunities.

Planning Buildings and Facilities for Higher Education published by Unesco in association with the Architectural Press Limited; available from HMSO bookshops or The Architectural Press, 9 Queen Anne's Gate, London SW1H 9BY; £5.50). The book synthesises information gathered by Unesco on the planning of new buildings and the adaptation of existing ones to changing needs and puts it into a framework of procedures to be followed at the various stages of planning.

Purposes in Education, by Dr R. D. Rushworth, K. E. Mudge and Dr John Wolfenden (published by the Institute for Cultural Research, PO Box 13, Tunbridge Wells, Kent, price £1). A monograph containing the text of three separate lectures given by men who are or have been deeply involved in secondary and higher education. Each examines from his own standpoint some current notions of what education is for.

Pathological biochemistry—£6,891 from the Scottish Hospital Endowments Research Trust for identification of mechanisms of methotrexate induced dormancy and lethality using a folate dependent microbe as a tumour-cell model.
Naval architecture and ocean engineering—$2,000 from the University of Rhode Island for research on floating breakwaters.

Heriot-Watt
Physics—£105,300 from the SRC for research in tunable laser spectroscopy under the direction of Professor S. D. Smith and Dr C. Pidgeon.
Building—£7,468 from the SRC for the investigation of wind effects on buildings, under the direction of Professor V. B. Torrance.
Chemical and process engineering—£1,500 from the department of Trade and Industry to support low cost automation service, under the direction of Mr W. G. A. Inglis.
Chemistry—£3,819 from the MoD for an investigation into oxides of nitrogen stabiliser interactions, under the direction of Professor B. G. Gowenlock.
Electrical and electronic engineering—£2,800 from the National Research Development Corporation for an investigation into variable polarisation linear slotted waveguide array under the direction of Dr A. J. Sangster; £25,000 from the SRC for hardware processor for fast 3D picture manipulation under the direction of Professor F. G. Heath; £4,000 from South of Scotland Electricity Board for a one year fellowship in power systems engineering under the direction of Professor C. R. Nicoll.
Pharmacy—£9,674 from the Department of Health and Social Security for continuing investigation into the sociology of prescribing under the direction of Mr A. W. Patterson.

Keele
Politics—£4,633 from the SSRC for research into the treatment of politics of British radio and television under the direction of Professor M. Harrison.

Leicester
Geography—£3,283 from the SSRC for research of spatial variations in Bolivian agricultural marketing behaviour in areas of recent colonization under the direction of Mr J. C. Crossley.

London
Queen Elizabeth College
Chemistry.—£10,594 from the ARC for research on evaluation of ion-selective electrodes for analysis in food/agriculture industries under the direction of Dr H. P. Bennetto; £5,000 from Tate and Lyle Ltd for research on the oxidation of sucrose to carboxylic acid derivatives under the direction of Professor J. Hough; £15,960 from the International Sugar Research Foundation for further exploration and exploitation of the chemistry of sucrose under the direction of Professor L. Hough.
Physics.—£31,480 from the MRC for a study of the function of IR genes in response to ferritin and myoglobin under the direction of Dr A. M. A. Rittinger.
Nutrition.—£1,100 from the Lord Rank Research Centre for research on obesity under the direction of Mr D. S. Miller.

University College
Agricultural botany—£8,810 from the ARC in aid of research into an assessment of interspecific hybrids as breeding material for forage rye, under the direction of Professor H. Roberts.
Applied mathematics—£13,000 from the SRC for research into PFTE paste extrusion, under the direction of Professor K. Walters.
Chemistry—£3,150 (supplementary) from the Ministry of Defence in aid of an investigation of the mode of action of polymer based bearings in marine environment, under the direction of Dr P. Cadman; £1,400 from De Beers Industrial Diamond Division Ltd to support work on photoelectron spectroscopy of diamond surfaces, under the direction of Professor J. M. Thomas.
Geography—£5,666 from the SSRC in aid of research into social and residential areas of Merthyr Tydfil in the mid-nineteenth century, under the direction of Professor H. Carter.
Geology—£12,000 from the NERC in aid of research into taxonomy and ecology of marine benthic foraminifera under the direction of Dr A. R. Haynes.
Physics—£2,709 (supplementary) from the SRC for research into geostationary radio beacon observations, ATS-6, under the direction of Professor W. J. G. Beynon and Dr L. Kersley; £20,556 (supplementary) from the SRC in aid of research into spectroscopic measurements of minority neutral constituents in ionospheric D-Region Using Rockets, under the direction of Professor N. D. Twiddy; £30,893 from the SRC in aid of an investigation into new high efficiency visible lasers, under the direction of Professor N. D. Twiddy and Dr M. J. Shaw.
Pure mathematics—£5,800 from the SRC for research into a combinatorial foundation for the study of hall functions, under the direction of Professor A. O. Morris.
Zoology—£1,243 from the Cancer Research Campaign in aid of cancer research, under the direction of Dr R. B. Kemp.

Manchester
Agricultural economics—£60,000 from Sir John Eastwood for research into the contribution that poultry products can make, as a source of protein, towards solving the world food problems under the direction of Mrs I. Richardson.
Sociology—£33,377 from the SSRC for research into a comparative study of community organization and state planning in Manchester and Barcelona under the direction of Dr B. R. Roberts.
College of education—£23,615 (supplementary) from the Schools Council for research into extending beginning reading under Mrs V. S. Booth.
Prosthetic dentistry—£20,674 from the MRC for studies in the properties and implantation of phosphate ceramics under the direction of Professor A. A. Grant.
Medical biochemistry—£11,881, (supplementary) from the Arthritis and Rheumatism Council for two years research into high and low frequency characterization of the elastic properties of biopolymers under the direction of Miss J. B. Weiss.

Newcastle
Human genetics—£18,392 from the Multiple Sclerosis Society to provide further support for research into genetic factors in susceptibility to multiple sclerosis under the direction of Dr D. F. Roberts.
Neurology—£145,811 from the MRC for research on histological histochemical immunological and ultrastructural studies of neuromuscular disease in man and animals under the direction of Professor J. N. Walton.
Ophthalmology—£6,065 from the Nuffield and Lionel Jacobson Trust to support the development of keratoplasty and the demonstration of ophthalmic surgery.
Civil engineering—£14,235 from the SRC for support of an investigation of queue lengths and the timings of traffic signals in a road network under the direction of Dr R. E. Allsop.
Agricultural biochemistry—£11,000 from ICI Ltd for research on work on NPN sources for use fith low protein in high fibre rations under the direction of Professor D. G. Armstrong.

Reading
Geography—£5,932 from the SSRC for work on mobility and information: a study of knowledge of grocery shopping opportunities, under the direction of Dr S. R. Bowlby.
Botany—£16,683 from the SRC for spectrophotometric and physiological studies of phytochrome and its association with plant membranes under the direction of Dr D. Prue.

Swansea
Botany and microbiology—£12,78 from the ARC for research into enzyme control of biotransformation of cellulose to sugars under the direction of Dr G. Hollywell.
Psychology—£5,908 from the SSRC for research into social class differences, laterlisation and information processing under the direction of Mr J. B. Davidoff.
Statistics—£10,520 from the SRC for research into stochastic models for repairable systems subject to deterioration under the direction of Professor A. G. Hawkes.
Metallurgy—£4,583 from the Ministry of Defence for an extension of research work into recovery of creep properties of nimonic 16.

Warwick
Sociology—£21,186 from the SSRC for research into the organization, participation and structural reform in the National Union of Public Employees.

Universities

CALIFORNIA
THE UNIVERSITY
IRVINE

Position as Professor of Psychology, in the School of Social Sciences. Duties involve graduate and undergraduate teaching in the area of perception and psychopathology. Research in prospective sclerosis should also be in this area preferably with theoretical emphasis on quantitative theoretical problems as well as experimental work. The school is seeking an established candidate who will pursue an active programme of research and graduate training. Applications from all qualified candidates are welcome; minorities and women are encouraged to apply. Send curriculum vitae and the names of five referees to: Joseph Christian Garner, School of Social Sciences, University of California, Irvine 92717, before February 1, 1976.

CAMBRIDGE
CLARE COLLEGE

COLLEGE LECTURESHIP IN LAW AND JUDICIAL FELLOWSHIP

Applications are invited from men and women for the above office tenable from 1st October 1976 for a maximum period of five years.

The successful applicant will be required to give some of the principal legal subjects of the Cambridge Law Tripos and to undertake research in connexion with his or her subject.

The emoluments of the office will be on a scale Assistant Lecturer (£3,288 - £5,088) or Lecturer (£5,391 - £7,191) according to qualifications and experience, plus a College allowance of £1,881 (at present rates).

Further particulars are obtainable from the Master, Clare College, Cambridge CB2 1TL, to whom applications, including the names of two referees, should be sent not later than 30 January 1976.

CANADA
THE DEPARTMENT OF HISTORY
UNIVERSITY OF VICTORIA
Victoria, B.C.

is seeking applications for the following positions, effective July 1, 1976:
(1) Modern European and British History.
(2) Canadian History.
(3) Canadian Social and Economic History.

In the case of the Chinese appointment, and in the case of the Canadian appointments, preference would be accorded to candidates who would be willing to offer mixed teaching fields in Canadian and Commonwealth and/or American History.

(4) Visiting appointment in British History, of 20th century.

For all appointments, Ph.D. is obligatory. Salaries are by rank and negotiable according to experience. Applications, including transcripts of graduate work, should be addressed to Dr. J. Henry Meisel, Acting Chairman, Department of History, University of Victoria, Victoria, B.C. V8W 2Y2. Closing date for receipt of applications is February 15, 1976. The University of Victoria reserves the right not to fill those vacancies if funds are not available.

CANADA
UNIVERSITY OF VICTORIA

The Department of Classics invites applications for two one-year positions at the ASSISTANT PROFESSOR level, one at the rank of ASSISTANT PROFESSOR and one at the rank of INSTRUCTOR. Applications for the latter position are invited from graduate students who have completed all requirements for the Ph.D. except the dissertation. Preference will be given to candidates with specialties in Greek and Roman art and archaeology. Salary will be according to qualifications and experience. Applications should be sent by February 1, 1976, to Dr. J. Peter Oleson, Chairman, Department of Classics, University of Victoria, Victoria, B.C. V8W 2Y2.

SUSSEX
SOCIAL SCIENTIST with an inter-disciplinary approach required as Research Officer, to work for 6 months from early 1976 on the preparation of a review article on the Literature on the Role of Women in Third World Development. Salary to £3,590 per annum inclusive.
Applications immediately, with c.v. to Establishment Administrator, Institute of Development Studies, University of Sussex, Falmer, Brighton BN1 9RE.

SHEFFIELD
THE UNIVERSITY
POSTDOCTORAL RESEARCH ASSOCIATESHIPS, VARIOUS APPOINTMENTS

Applications are invited for the above post tenable by an M.Sc. and available from January 1976, or as soon as possible thereafter, for work on the secretion and functions of salivary proteins at Runnalls of Ecclesfield, Sheffield S30 3FH. Salary £2,961-£3,486 on the Range 1A scale for Research and Analogous Staff.
Please write to Professor I. Chester Jones, Department of Zoology, The University, Sheffield S10 2TN as soon as possible. Please quote ref. No. 2/76/Bi.

ADELAIDE
THE UNIVERSITY

Applications are invited for the following appointments:

SENIOR TEACHING FELLOW IN ANTHROPOLOGY (Ref. 7/3). Applicants should have completed a doctorate and have field experience in urban or rural areas in South Asia. The successful applicant will be expected to contribute to teaching and to engage in research in urban or peasant social organization. Tenure appointment to commence in March, 1976. (£7,176-£7,761).

POSTDOCTORAL FELLOW IN PHYSICAL AND INORGANIC CHEMISTRY (Ref. 7/4). Applicants must have completed a doctorate, preferably in physical chemistry, and have worked on an Australian research grants Committee project titled "Estimation of viscoelastic properties and shells at elevated temperature" with the possibility of tenure for six months with the possibility of extension to twelve months. (£7,176-£7,761).

POSTDOCTORAL FELLOW in PHYSICAL and INORGANIC CHEMISTRY (Ref. 7/5). Applicants must have completed a doctorate, preferably in physical chemistry, and have worked on an Australian research grants Committee project titled "Estimation of viscoelastic properties and shells at elevated temperature" with the possibility of tenure for six months with the possibility of extension to twelve months. (£7,176-£7,761).

Salary Scales: Teaching Fellow, $10,440-$11,131-$11,822-$12,513-$13,204-$13,895-$14,586-$15,277-$15,968-$16,659. Fellow, $12,513-$13,204-$13,895-$14,586-$15,277-$15,968-$16,659-$17,350-$18,041-$18,732. Plus 2% Superannuation.

Applications in duplicate, giving particulars of age, qualifications, present and previous appointments, present salary, nationality, present status, details of academic research undertaken to date, the names and addresses of three referees should be sent to the Registrar of the University of Adelaide, North Terrace, Adelaide, South Australia 5001.

Further particulars may be obtained from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London, WC1H 0PF.

Courses

ESSEX
POSTGRADUATE
POLITICAL SCIENCE

DEPARTMENT OF GOVERNMENT, UNIVERSITY OF ESSEX
for M.A. Degrees.

Five alternative M.A. schemes by course and dissertation over one year are offered to graduates (and others) with economics, history or social backgrounds.
The Political Behaviour.
(1) Comparative Politics.
(2) Some American Politics.
(3) U.K. Government.
(4) Empirical Political Analysis of public policy and Decision Making.
Programme by 'A' Level.
The staff of over 20 offer a wide range of optional courses. Some are specialised, others general. Ph.D. candidates with excellent grades in relevant graduate subjects are welcome.
Atmosphere. Library, computing, etc., support is excellent. The S.S.R.C. awards are available for all schemes. Intensive tuition in Mathematics is available for psephologists.
Details and application forms from (mature students welcome): The Secretary, Department of Government, University of Essex, Colchester CO4 3SQ, Essex.

TEESSIDE
POLYTECHNIC

Department of Social Studies
Applications are invited for the following appointments:

LECTURER II IN PSYCHOLOGY

Salary scale: Lecturer II, Scale 2 £5,370 (bar) £6,027 to £6,459 (work bar) by £381 to £6,840.
Application forms, returnable in two weeks, are available from the Staffing Manager, Teesside Polytechnic, Borough, Cleveland County TS1 3BA.

* * *

Programme by '0' and 'A' level offer a wide range of optional courses. Some are specialised, others general. Ph.D. candidates with excellent grades in relevant graduate subjects are welcome. Library, computing, etc., support is excellent. The S.S.R.C. awards are available for all schemes. Intensive tuition in Mathematics is available for psephologists.
Details and application forms from (mature students welcome): The Secretary, Department of Government, University of Essex, Colchester CO4 3SQ, Essex.

Reminder

Advertisements should reach The Times Higher Education Supplement by the copy dates in publication for classified display and by 10.00 a.m. (12 noon on Monday prior to publication for lineage and semi display.

Classified Advertisements

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SENIOR LECTURER (A) in INSURANCE
Ref. 181/3/1
Salary on Scale £6,000-£6,735 (bar)-£7,716
The successful candidate will be responsible in the Department of Banking and Insurance for the organisation and teaching of courses for the Associateship Examinations of the Chartered Insurance Institute in the General or Life branches as well as the insurance content of degree and other courses.
Applicants should possess a degree and have completed the Fellowship Examinations of the Chartered Insurance Institute. Industrial professional or teaching experience is essential.

LECTURER (A) in ACCOUNTING Ref. 181/4/3
Salary on Scale £3,216-£6,012 (bar)-£6,495
Required in the Department of Banking and Insurance to lecture up to final professional standard.
Applicants should possess a degree and/or professional qualifications and preferably have had industrial, professional or teaching experience.

TEMPORARY LECTURER (A) in BUSINESS STUDIES Ref. 18S/4/4
Salary pro rata in the range £3,216-£6,012 (bar)-£6,495
Required in the Department of Business Studies to teach on HND/HNC Business Studies courses. The range of subjects to be covered would include Structure of Industry, Business Administration and Office Administration.
Applicants should possess a degree and/or equivalent professional qualifications and preferably have had industrial, research or teaching experience.

LECTURER (A) in MATHEMATICS
Ref. 3Ma/4/13
Salary on Scale £3,216-£6,012 (bar)-£6,495
Required in the Department of Mathematics to lecture science, engineering, business or commercial students on Diploma, Certificate, Professional or CNAA degree courses. Preference may be given to applicants who have industrial experience of mathematical applications or who have a further degree in applied mathematics, statistics or operational research.
An honours degree or equivalent professional qualification is essential.
Further particulars and application forms from the Academic Registrar (T), Napier College of Commerce and Technology, Colinton Road, Edinburgh EH10 5DT, to whom they should be returned by 9th January, 1976, quoting reference.

General Vacancies

OXFORD
THE UNIVERSITY
ASHMOLEAN MUSEUM
ASSISTANT KEEPER OF COINS

Applications are invited for the above post tenable from 1st October 1976 or as soon as possible thereafter. The post is primarily in the field of Roman coinage. Candidates should possess good honours degree, together with a knowledge of Latin and Greek and at least one modern language. Basic salary on the lecturer recovery scale, £3,288 at 20+ rising by 11 increments to a maximum of £6,495.
Applications, stating age and qualifications, and giving the names of two referees, should reach the Keeper, the Ashmolean Museum, Oxford OX1 2PH not later than January 23, 1976.

Classified Advertisements

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THE TIMES
Higher Education
SUPPLEMENT

News in brief

BEC students get mandatory awards

Mandatory awards should be extended to cover students on the new Technician Education Council (TEC) and Business Education Council (BEC) diplomas, it was proposed in the Education Bill presented last week to the House of Commons by Mr Mulley, Minister for Education.

The expenditure would be offset by the Government's savings on Higher National Diploma Awards, which the BEC and TEC diplomas are intended to replace.

Adult enrolment rises

Enrolments at the University of Leicester's department of adult education last year increased by 13 per cent over the previous year to 8,663, the department's annual report for 1974-75 states. The number of courses offered increased by 11 per cent to 433.

Lack of finance restricted the rise in the number of meetings held to 6,306, only 7 per cent higher than the previous year. Residential courses were smaller than in 1973-74, with an average of 29 instead of 39 students.

Joint Christmas project

CARE, the charity for the adult mentally handicapped, is producing Christmas cards in conjunction with Leicester Polytechnic.

The cards have been designed by students and staff of the Polytechnic's graphic design school, and printed by villagers at the CARE village of Shangton, Leicestershire, as part of the CARE programme for giving purpose to the lives of the mentally handicapped.

Poly may be in the swim

A new residential block, welfare centre and swimming pool are to be built at Plymouth Polytechnic if Devon County Council approves.

The polytechnic has already approved the scheme, which will provide housing for 100 students, but the county council which owns most of the land has to make a final decision.

Money for the swimming pool has been raised by the sale of some polytechnic playing fields to the Ministry of Defence for £100,000.

Rag week at LSE

Houghton Street outside the London School of Economics was filled recently with students taking part in an impromptu carol concert as part of LSE student-unions festival.

In one of few festivals staged since the student disruption at the LSE in the late 1960s, students and staff joined in a number of events, including a street auction and a three-legged pub race in Fleet Street.

Play, Gipsy Hill, play

The London Sinfonietta orchestra is establishing a permanent link with Gipsy Hill College, Kingston Polytechnic and will be holding open rehearsals at the polytechnic.

The link is connected with proposals to launch a Council for National Academic Awards degree in music education at the polytechnic.

Mr Kenneth Baker, an assistant director at Kingston, hopes that professional musicians will hold regular open rehearsals and seminars at Gipsy Hill.

THES competition

It has been decided not to publish further entries in The THES Christmas competition this week.

Correction

The Government has agreed to grant the Workers' Educational Association an extra sum of £1m (£750,000 as stated in *The THES* on December 12).

David Walker reports on the AUT conference

More cuts would damage universities–President

Universities have taken all the financial cuts they can handle without serious damage, Dr Robert Thomas, president of the Association of University Teachers, told the opening session of the winter council.

Dr Thomas, senior lecturer in the department of agriculture at Newcastle University, said that a further worsening of staff-student ratios could have a catastrophic effect on both research and teaching.

He took Lord Crowther-Hunt, Minister for Higher Education, to task over both university teachers' salaries and the abandonment of longer-term financial planning. The minister, whom he called "Mr Mulley's hatchet man", had promised a return to long-term planning but little progress had been made.

On salaries Dr Thomas said that the injustice done to university teachers would continue to poison relations between them and the Department of Education and Science, the Civil Service and other sectors of education.

He said: "Is it surprising that university teachers see this as part of a deliberate and carefully structured policy, which first found its open expression in the setting up of Houghton, to depress the universities and promote the interests of the polytechnics, to whose success the DES is heavily committed.

"This view may not be correct but it will persist until we get something more than paper promises."

Dr Thomas went on to suggest that perhaps the universities would fare better under the Department of Employment than under the DES.

Compared with other products of British industry the universities were excellent. They had increased student numbers while increasing the work load of staff; their student wastage rate was one of the lowest in the world and there was a steady demand for their students both at home and abroad.

"We need no high-powered advertising campaign, since we can rely on unsolicited testimonials in the press—I noticed one from Mr Wilson who said in Bradford only a few weeks ago that the standards of excellence maintained by British universities are the envy of the world."

Full support promised in redundancy threat cases

The AUT will support "to the full" any of its members threatened with redundancy, the council decided.

Dr C. F. Wells of Birmingham University, on behalf of the executive said any member affected would be strongly supported but the AUT could not accept a blanket recommendation such as that from Manchester University which declared opposition to all redundancy.

Instead the AUT would make it clear to the Committee of Vice-Chancellors and Principals, the research councils and other interested bodies that there should be provision for redundancy payments in the funding of all non-permanent posts.

On a related issue the local associations of the AUT were urged to seek improvements in the conditions of service of university teachers. Mr Jon Acker, assistant general secretary of the AUT, said that local initiatives were needed because national agreements were outlawed by the Government's pay policy.

Members of the council from Kent University suggested that improvements in conditions of service on sick, study and maternity leaves should be worked for. Different universities varied in this and much had to be done to achieve even minimum standards in some areas.

The executive accepted a motion from Liverpool University on safety. It "trusts that the executive will continue its endeavours to ensure that local associations regard safety matters as an important area of AUT activity and responsibility.

"Council requests the executive committee to prepare an AUT manual on safety in universities for use by local associations; to urge that local associations appoint local AUT safety representatives; and to provide some measure of training assistance to these safety representatives in the operation of safety legislation and associated matters".

TUC ballot date named

A ballot of 29,000 members of the AUT is to be held on March 22 to decide whether it should affiliate to the TUC.

On resolutions from Bradford, East Anglia, Essex, Liverpool and the Open University the council agreed by 135 votes to 87 that the ballot should be decided by a simple majority. The executive had recommended that there should be a two-thirds majority.

The council endorsed a statement on affiliation to the TUC which will be circulated to members with the voting form. A proposal that at least two statements should be circulated was defeated.

The annual cost of affiliation will be about £4,000.

Lecturers back devolution paper

Scottish university teachers have backed the Government's White Paper on devolution to keep the Scottish universities under the University Grants Committee.

A statement issued by the AUT (Scotland) this week said that university interests would be best served by remaining under a United Kingdom-wide body. However it added that the relationship between the Department of Education and the UGC should be reconsidered.

Team to check top post women

The AUT is to investigate why the number of women in senior university posts is "disproportionately low".

Following preliminary work done by a group from University College, London led by Miss Liz-Anne Bowden, the executive committee will examine the factors which prevent equality of opportunity in university teaching.

The council decided to get the executive committee to investigate cases where women had qualifications, experience and publication records comparable to those of male colleagues but received less money. In such cases the AUT would seek redress under the Equal Pay and Opportunities Act.

Scots give university autonomy warning

Scottish universities might have to fight on the question of autonomy within higher education, members of the AUT from Scotland warned the council.

They said the question of devolution was inseparable from that of the reorganization of Scottish higher education and the AUT in Scotland would be sounding out opinion on whether the proposed arrangements for universities under the White Paper would isolate them from the further education sector.

Working party to examine Lancaster union spending

by Sue Reid

A special working party has been set up to investigate the spending of Lancaster University students' union during the past academic year. The action follows claims that the union spent more than £2,600 on transport to demonstrations and £1,647 on a 12-day occupation of the university buildings during the year.

A further £5,500 was spent by the union on fines following the rent strike and now the university authorities are claiming an extra £1,770 for damage caused during the occupation. Legal costs of more than £4,000 are still outstanding.

The annual meeting of the university court decided to hold the investigation into the student union's balance sheet after complaints that the accounts were unsatisfactory. Mr Michael Argles, a member of the court and a sub-librarian at the university, said that some items of expenditure should be questioned.

He told *The THES* this week: "Union funds are provided by local education authorities for student education and welfare. Education and welfare should be given priority over demonstration expenses."

Mr Argles also criticized a grant of £250 made by the Lancaster union to the Socialist Workers' Defence Fund on the grounds that public money should not be spent on special donations.

But Mr Victor Adereth, president of the students' union, this week that the inquiry w threat to student union autono He defended the union's dec to spend funds on demonstra expenses.

"I think it should be left u the union to decide what co tutes student education and fare. Demonstrations are not a nothing. They are about gr and other matters important to dents."

He added: "We will wait to k the terms of reference of the w ing party before we coopera There is an implied threat beh an inquiry of this sort. If the u versity authorities decide the fu are being spent improperly they refuse to hand over the money t local education authorities.

The decision to stage an inqu comes at a time when relations tween the university and the s dent union were thought to be proving. Weekly meetings h been taking place with student r resentatives in an effort to set a better understanding.

The student union balance sh shows that as well as public fu of £53,529, other receipts, includ investments, brought the total come to £56,525 at the beginning the last financial year.

However, expenditure during year was £64,729 making a def of £8,203. The students started financial year in July, 1974, wit balance of more than £13,000.

Support for alternative technology

Discussion of "alternative technology" in university engineering courses could be an important way of leading to greater student understanding of the relations between technology and society, Professor Steven Cotgrove, professor of humanities and social sciences at Bath University, said last week.

Speaking at a seminar at Warwick University organized by the General Education in Engineering (GEE) project, Professor Cotgrove said that engineering students were traditionally among the most politically apathetic of university students.

The debate about alternative technology was frequently related to a critique of contemporary society, and not surprisingly the typical response of the engineering student was boredom, indifference, and even antagonism.

Professor Cotgrove said that to argue that technology had built-in values, was not to say that such values were wrong. But those who wished to conserve existing practices needed to be quite clear about what they wished to preserve, and why.

"If the engineer is to contribute to the debate, he needs to understand what it is really about. To opt out of the debate is to leave the future to others, and perpetuate the role of the engineer as an obedient servant to his masters—the politicians, the military and the corporations."

Professor Cotgrove said that to argue for university courses on alternative technology was not to take sides in the debate about whether technology was a liberatory or repressive force in society, but rather to recognize the critical interrelation between technology and society.

"It was also to assert that students and teachers of engineering who saw technological development essentially in optimistic terms could not be fully prepared for the future.

"If the task of the university is the advancement of knowledge, it must be recognized that this involves removing barriers to learning. The general rejection of any element in engineering courses which is not narrowly instrumental is a rejection of learning," Professor Cotgrove said.

Loan requests rise at British Libra

The British Library received a two million requests for inter rary loans and photocopies dur 1974-75 according to the annual port. This represents growth about 18 per cent over the previ year.

The report said: "This increa is largely due to the difficu which libraries of all kinds find keeping up with the volume a cost of new publications.

"An additional cause has be the merger of the National Cent Library and the National Lendi Library for Science and Technolo which has enabled a comprehens service to be offered covering subjects and types of publicatio

A survey in 1974 showed that u versity libraries accounted for quarter of all demands made the British Library.

The British Library referen division acquired 1,051,000 separa items during the year over whi 270,000 came through the copyrig system.

The British Library has no decided to go ahead with a ne building on a site in Somers Tow adjacent to St Pancras station whic will provide scope for future growt

It received a Government grant £12m during 1974-75 and earne £1.7m from other sources.

The report defined the BL's ba "It will not attempt to do what loca libraries can do for themselves. O the contrary, by offering certain central services to local authority university, technical college, indu trial specialist and other libraries the British Library will enable them to make better use of their available funds.

The British Library Second Annual Report 1974-75, 50p from the Britis Library Board, Store Street, Londo WC1E 7DG.

NEXT WEEK

A level and after
Bernard Crick on the RSC
The art of debating

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